



Andrew, Paul (2011) Making a difference – my contribution in a journey towards corporate social responsibility in a modern civic university. Doctoral thesis, University of Sunderland.

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/3312/>

Usage guidelines

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact sure@sunderland.ac.uk.

Making a difference – my contribution
in a journey towards corporate social
responsibility in a modern civic
university

Paul Andrew

An integrative Doctoral Report submitted in
partial fulfilment of the requirements of the
University of Sunderland for the degree of
Professional Doctorate

April 2011

Table of Contents

List of Figures	4
Glossary	8
Abstract	9
Acknowledgements	11
Chapter 1: Introduction	12
1.1 Purpose	12
1.2 Background	12
1.3 Aims and Objectives	13
1.4 Methodology	14
1.5 Content and Layout	16
1.5.1 Report Structure	17
1.5.2 Portfolio	19
1.6 Personal Aims	20
Chapter 2: Early Years	21
2.1 Introduction	21
2.2 My Personal Values	21
2.3 A Motivating Encounter	22
2.4 The Democracy Experience in South Africa	23
2.5 The Release of William Ntombela	28
2.6 Reflection	30
Chapter 3: The Context: Defining CSR (Literature Review)	33
3.1 Introduction	33
3.2 The Concept of Corporate Social Responsibility	33
3.3 The Roots of CSR	35
3.4 Revival of Interest in CSR	36
3.5 CSR Models and Frameworks	40
3.6 The Civic University	44
3.7 Corporate Citizenship	49
3.8 Summary	51

Chapter 4: Beginning the Journey	54
4.1 Introduction	54
4.2 Equal Pay	54
4.3 Widening the Gender Profile and Increasing the University's Reputation	59
4.4 Promoting Values in Reports and Publicity Materials	61
4.5 Innovative Progress across the Diversity Strands	65
4.6 Fairtrade	68
4.7 A Civic University and an Inclusive City	69
4.8 Supporting Refugees	73
4.9 Best Practice in Respect and Well-being	75
4.10 Holistic Reputational Impact	76
4.11 Reflection	77
 Chapter 5: Launching and Embedding Corporate Social Responsibility	 81
5.1 Introduction	81
5.2 Enhancing the University's reputation via national professional engagements	81
5.3 Continued Equal Pay progress	83
5.4 Strengthening our Civic Commitment	85
5.5 Developing a CSR Statement	88
5.6 Impact and Integration	91
5.7 Our Collaboration with One Water	95
5.8 Extending Good Practice with International Partners	99
5.9 Universities That Count Corporate Responsibility Benchmarking	101
5.10 Collaborating with colleagues, engaging students and increasing CSR thinking	104
5.11 Reflection	107
 Chapter 6: A New Framework	 111
6.1 Introduction	111
6.2 Potential new CSR frameworks	111
6.2.1 The CSR Chain?	112
6.2.2 The CSR Journey?	113
6.3 The new CSR framework – CSR DNA	114

Chapter 7: Evaluation	122
7.1 Introduction	122
7.2 Methods	122
7.3 Context	123
7.4 Staff	124
7.4.1 Background	124
7.4.2 Part-time Consultation and Focus Groups	125
7.4.3 Staff Survey	126
7.5 Students	128
7.5.1 Disabled Students Questionnaire	128
7.5.2 Student Survey	129
7.6 Partner and Community Stakeholders	130
7.7 Summary: A CSR Profile that complements University achievements	137
 Chapter 8: Conclusions	 141
8.1 Introduction	141
8.2 Reflection of CSR practice	141
8.2.1 Communication	141
8.2.2 Patience	142
8.3 The University and CSR	143
8.4 Refining the framework	145
8.5 Reflecting upon the project Aims and Objectives	148
8.6 The contribution of this work	150
8.6.1 Personal impact	150
8.6.2 Contribution to professional practice – a framework for CSR assessment	153
8.7 Future work: the journey continues	154
 References	 157

List of Figures

- Figure 1.1 Structure of Report, with Chapters 2 – 8 mapping across to the objectives in 1.3
- Figure 2.1 Passport Visa authorising my involvement in South African Elections 1994
- Figure 2.2 Fellow UN Observers with ANC officers outside the bomb-damaged ANC headquarters in Johannesburg prior to the democratic elections in South Africa, 24th April 1994.
- Figure 2.3 Happy times – SACCAWU colleagues in summer 1994, shortly after democracy
- Figure 2.4 William Ntombela pictured at the SACCAWU Office, Johannesburg, 1994.
- Figure 3.1 Carroll's CSR Pyramid (1991)
- Figure 3.2 Key CSR equilibrium, McWilliams and Siegel (2001)
- Figure 3.3 Evolution of corporate social responsibility, Shahin and Zairi (2007)
- Figure 3.4 The new perspective: corporate community model, Halal (2000)
- Figure 3.5 Students from the Sunderland School of Art, date unknown
- Figure 3.6 Key strategic challenges for UK HE institutions 2005 to 2010, from HEFCE Issues Paper July 2006/21: The higher education workforce in England - A framework for the future
- Figure 4.1 University of Sunderland full-time gender pay gaps 2003-10.
- Figure 4.2 With the Chair of Equality and Diversity, Cherie Blair QC, Patron of Opportunity Now, and the Director of Human Resources at the Opportunity Now UK Awards 2006.
- Figure 4.3 The University is featured in two Equality and Diversity publications in 2007 for Equal Pay
- Figure 4.4 Staff taking part in media coverage of the University as a good employer for women

- Figure 4.5 University of Sunderland and Royal Navy diversity posters
- Figure 4.6 Initial “faces” poster featuring key students and staff, succeeded by generic poster that continues to feature in University campuses and publications
- Figure 4.7 Stonewall Workplace Equality Index Ratings 2008 and 2009
- Figure 4.8 University of Sunderland Student Survey 2007/08
- Figure 4.9 Billboards of posters produced by schoolchildren and students, Sunderland 2005
- Figure 4.10 Tai Chi demonstration, portraying the city as inclusive, international and healthy.
- Figure 4.11 YAV members at a video at the University sports centre, using a Fairtrade football.
- Figure 4.12 With the HR Director and Equality and Diversity Chair after receiving the Award
-
- Figure 5.1 Opportunity Now and Equality and Human Rights Commission website case studies, with links to the University of Sunderland website and my contact details
- Figure 5.2: Charts from International Strategy Migration Report showing population trends
- Figure 5.3 Staff, Students and City Partner colleagues flying the Rainbow Flag on IDAHO Day
- Figure 5.4 Cover and introduction of CSR Statement outlining vision, values and aims
- Figure 5.5 CSR Statement - achievements and commitments on students, staff and community
- Figure 5.6 CSR Statement – holistic and international activities endorsed by Chancellor
- Figure 5.7 University of Sunderland Corporate Plan 2009/10-2013/14
- Figure 5.8 Corporate Plan Strategic Theme of Society
- Figure 5.9 In 2007 Duncan Goose outlines his vision; in 2009 students visit the water wheel
- Figure 5.10 The Principal of Lerato School with the University of Sunderland PlayPump

- Figure 5.11 Duncan Goose endorses CSR in the University of Sunderland Annual Review 2008/09 alongside a student who visited Lesotho
- Figure 5.12 The President of our Fairtrade coffee producer co-operative visits a University coffee bar which displays photographs of the coffee farms from which we source the beans
- Figure 5.13 Universities That Count Results 2010 by Areas of Activity
- Figure 5.14 University of Sunderland 2008/09 and 2009/10 UTC sectional comparison
- Figure 5.15 Faculty CSR competition winners 2010 receive the award from the judging panel
- Figure 5.16 University student and Age UK Sunderland member at civic welcome event
- Figure 5.17 Sri Sivam Pottery, supported by a new University of Sunderland kiln
-
- Figure 6.1 The CSR Chain and its potential application to Grayson and Hodges reputational links
- Figure 6.2 The CSR Journey and its use in Strandberg's CSR Continuum (2004)
- Figure 6.3 A visual illustration of how DNA building blocks at all levels are perceived as informing organisational culture.
- Figure 6.4 An X chromosome piece of DNA
- Figure 6.5 Chapter reflections leading to the identification of the four strands of CSR DNA
- Figure 6.6 CSR DNA activity at the University of Sunderland
-
- Figure 7.1 Methodologies used to gauge stakeholder views.
- Figure 7.2 Workplace pressures, from part-time employee survey 2007
- Figure 7.3 Attitudes towards the University, from part-time employee survey 2007
- Figure 7.4 Staff Responses from 2007 and 2009, ("statistically significant" rating provided by Capita).
- Figure 7.5 Staff Surveys 2007 and 2009
- Figure 7.6 Question from Disabled Students' Questionnaires 2004, 2007 and 2010.
- Figure 7.7 Sample comments from Disabled Students' Questionnaire 2010
- Figure 7.8 Student responses 2010 on the University as a responsible organisation

Figure 7.9	Responses to questions 1-8 on attitudes towards CSR
Figure 7.10	Responses to questions 9 and 10 on perceptions of the University of Sunderland
Figure 7.11	Comments from respondents on their own organisational values
Figure 7.12	Comments from respondents on attitudes towards CSR
Figure 7.13	Attitudes towards CSR and business.
Figure 7.14	Responses from partners on the University as a civic institution.
Figure 7.15	Universities that Count Higher Education Benchmarking Results 2009/10
Figure 7.16	The links between stakeholder evaluations and the CSR DNA model
Figure 8.1	Pro Forma for a <i>CSR DNA Profile</i>
Figure 8.2	The University of Sunderland <i>CSR DNA Profile</i>
Figure 8.3	Description of objectives and how they were achieved
Figure 8.4	Comment from one of four internal employees who completed the CSR questionnaire
Figure 8.5	Comment from an external civic stakeholder in the CSR questionnaire
Figure 8.6	Extract from an email from CSR Consultancy Ltd, 25 th July 2009, following the close of the 2009 Universities that Count submission.
Figure 8.7	Testimonial from the Vice-Chancellor and Chief Executive, University of Sunderland, 18 th February, 2011.
Figure 8.8	University students and staff at the conclusion of a Faculty CSR activity competition.

Glossary

ANC	African National Congress
AUA	Association of University Administrators
BITC	Business in the Community
BME	Black and Minority Ethnic
BSR	Business for Social Responsibility
CIPD	Chartered Institute of Personnel Development
CSR	Corporate Social Responsibility
ECC	Educational Competencies Consortium
ECU	Equality Challenge Unit
EHRC	Equality and Human Rights Commission
FIET	International Federation of Commercial, Clerical and Technical Employees
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HR	Human Resources
IDS	Incomes Data Services
JNCHES	Joint Negotiating Committee for Higher Education Staff
LGB	Lesbian, Gay and Bisexual
SACCAWU	South African Commercial, Catering and Allied Workers Union
SET	Science, Engineering and Technology
SWAN	Scientific Women's Academic Network
TUC	Trades Union Congress
UN	United Nations
USDAW	Union of Shop, Distributive and Allied Workers
UTC	Universities that Count

Abstract

This project explores the contribution of an individual in a journey towards corporate social responsibility in a modern civic university.

In an organisational context of a university that promotes a civic vision, with stakeholders who are internal and external, local and international, this report outlines a range of initiatives, from equality and diversity best practice to community engagement projects, which enhanced corporate reputation.

It demonstrates how a holistic approach of encouraging an inclusive environment and a positive relationship with its communities, underpinned by principles of fairness and transparency, can generate stakeholder confidence in an organisation and pave the way towards the development of a CSR strategy and culture.

Using a methodology which combines reflection and action research, the project identifies connections between personal values and professional activities and demonstrates how both individuals and organisations can impact on partners and stakeholders. It outlines how, by working in line with shared corporate values, an individual who may not be in an executive role can influence an institution in making a difference to its communities.

The project uses action research in the development of a CSR statement, explores how principles were embedded into corporate strategy and practice, and benchmarks progress. In a study that captures perceptions of key stakeholders, it evaluates the impact of the CSR approach, quantifies stakeholder engagement and determines if the institution is seen as responsible by those who have contact with it.

In reviewing wider CSR developments and examining a contribution to CSR within an institution and to the broader community of practice, the project develops CSR principles which have wider applicability.

Synthesising the evidence collected and comparing existing approaches to corporate social responsibility, a new framework for CSR is proposed.

The framework draws lessons for the CSR community of practice by incorporating strands of CSR activity and CSR verification across all organisational and stakeholder levels. Informed by the experience of engagement with CSR, the report reaches conclusions that can be used by individuals and organisations that are themselves at different stages of their own CSR journeys.

Keywords Corporate Social Responsibility (CSR) – civic university – corporate citizenship – CSR framework – equality and diversity – HR - individuals and organisations - stakeholders

Acknowledgements

I would like to thank my wife Judy for supporting me as ever throughout this work, which itself has been a journey of discovery for both of us.

I wish to thank my parents for their continued interest in my academic activities and for influencing me over the years with values that I hope translate into this piece of work.

Special gratitude for their ongoing guidance and encouragement goes to Dr John Fulton and Professor Peter Smith, two colleagues and friends who have supported me throughout this process.

Finally, thank you to my excellent colleagues in the University who have trusted me to make this contribution, and to my friends in the wider community, whom I have learnt from over this period and who I look forward to continuing to work with in the future.

Chapter 1 - Introduction and Methodology

1.1 Purpose

This chapter sets out the aim of this study, the methodological approach followed and the structure of this report, in the context of corporate social responsibility (CSR), my empathy with it and my contribution to practice in this area. Bandura (1997), in his Social Learning Theory, argues that individuals and institutions are more likely to adopt a modelled behaviour if they understand the rationale behind it and it results in outcomes that they and the institution value. This report will outline and discuss how the pathway to CSR in a civic university was underpinned by behaviours which inform and articulate the ethos of the institution.

Business in the Community (2011), a registered charity, states that under CSR “an organisation’s internal and external practices can seek to influence their employees, customers, partners and environment in a positive manner”. I will capture a personal and corporate journey towards CSR, evaluate the impact on stakeholders, and propose a framework for CSR in a modern civic university.

1.2 Background

Throughout my personal life and my professional working career I have been interested in principles of equality and natural justice. I am currently the Equality and Diversity Manager at the University of Sunderland, based in the Human Resources (HR) Department.

My role has widened from responsibilities connected with the fair treatment of staff to include working with students under an overall vision of encouraging an inclusive University community. I now engage with partner organisations and our local community in order to help deliver a positive relationship between our City and University.

My work also includes national responsibilities across a variety of themes, which have made a contribution to practice and which reflect upon the University of Sunderland. This holistic work has developed into a journey towards CSR, both for me and for my institution, which describes itself as a civic University.

Goddard (2009) argues that it is time to reinvent the notion of the broadly based civic university that served the country so successfully during the 19th century. But this time, he asserts that this rediscovery should be set in the context of a more globalised society. Particularly with the influx of new universities in 1992, many of which are rooted in their community, these civic universities should be strongly connected to people and place. Godard believes that civic engagement is a matter for all universities to consider, a theory that resonates with the University of Sunderland, whose vision is to be “recognised as one of a new generation of great civic universities” (2009, Corporate Plan, p5).

This report will examine how the incorporation of CSR principles into a corporate ethos is helping the University to achieve this vision.

1.3 Aims and Objectives

The aims of this study are to:

- Capture a journey towards CSR in a modern civic university and my role in this.
- Evaluate the impact of CSR on stakeholders and the wider community.
- Propose a new framework for CSR in a modern civic university.

The objectives, which map across to the chapters in this report, are as follows:

- To reflect on my early experiences in order to explore my core values and to understand how individuals can make a difference (Chapter 2).

- To critically review literature relating to CSR and the civic university (Chapter 3).
- To undertake action research and reflect on the development of a range of activities which I propose pave the way for a CSR culture (Chapter 4).
- To reflect on the introduction of a CSR statement and the embedding of principles into corporate strategy and practice (Chapter 5).
- Based on the evidence in the literature and the action research and reflections above, to propose a framework for CSR within a civic university (Chapter 6).
- To evaluate the impact of CSR at the University across its stakeholders, and wider implications for the CSR community of practice (Chapter 7).
- To draw conclusions and lessons for practice, and propose a final framework of CSR in a civic university (Chapter 8).

1.4 Methodology

This study contains a blend of achievement, theory, reflection and practice. This broad approach implies a mixed methods research methodology, which combines research approaches in order to appropriately collect and triangulate the variety of data available.

Creswell and Plano-Clark (2007) describe mixed methods research as involving philosophical assumptions that guide the direction of the collection and analysis of data, using a mixture of qualitative and quantitative approaches when collecting and analysing information. The central premise is that the use of both approaches in combination provides a better understanding of the issues than either one alone. The following approaches are used:

Reflective Writing; to understand experiences from personal and practitioner perspectives (Chapter 1 and throughout).

Winter et al (2002) refer to the widespread but often ignored human capacity for gaining understanding through reflecting on experience. I consider my own contributions and their impact upon me in order to share these experiences as a reflective practitioner and to help understand my role within the wider context of my involvement in CSR. I also incorporate the principles and approaches of Tenni et al (2003), who present practical solutions to the issues raised when undertaking autobiographical research.

Literature Review: To critically research; to contextualise CSR and the civic University (Chapter 3).

I review literature to outline a history of CSR activities and bring this up to date in terms of current trends towards what is becoming known as corporate citizenship, which Andriof and McIntosh (2001) define as organisations giving consideration to the societies in which they operate. I review current published models and frameworks of CSR and discuss their applicability to a civic university. I examine the concept of the civic university and determine the relevance of a CSR agenda to the civic vision of the University of Sunderland.

Action Research and Reflective Practice; to capture my contribution, assess impact and improve practice (Chapters 4, 5 and 6).

Schon (1983) refers to knowing-in-action as the application of practical knowledge. He argues that if we think about what we are doing, as we are doing it, this reflecting-in-action will enable us to learn from our own practice, thereby contributing to our professional knowledge.

Chapters 4, 5 and 6 are central to this report as they outline my body of work, how I reflected on my ongoing practice, and learned lessons that were applied in the journey towards CSR and in the formulation of a new CSR framework.

I will demonstrate how I have used action research techniques throughout the core of my chapters. McNiff and Whitehead (2002) define action research as a means of

looking at practice in order to check progress, and understand either why it is satisfactory or how it needs to improve. They believe that “the idea of self-reflection is central”, as action research involves learning in, and through, action and reflection.

I will show how my reflection has enabled me to identify common principles and a consistency of approach in a range of activities that were able set the scene for the introduction of a holistic CSR approach. This practice and reflection has also enabled me to recognise and refine these strands of activity into a new CSR framework.

Action research is appropriate for this study as it is an approach whereby the researcher acts as a facilitator and the research relationship is one in which those involved are participants in the change process (Hart and Bond 1995). It therefore lends itself to a process of continuous improvement derived from developing ongoing relationships with stakeholders and learning from these engagements.

This collaborative approach produces results that can be shared with a community of practice for wider application. Hart and Bond (1995) point out that a triangulation of research methods will deliver scientific rigour and validity; this approach is used to validate this piece of action research.

Quantitative and Qualitative research; to gauge stakeholder views on socially responsible behaviour and their perception of the University and of CSR (Chapter 7).

Examination of existing staff and student survey data provides the base starting point, or “grounded theory” (Strauss and Corbin, 1998), for measuring stakeholder opinions. These are added to by questionnaires which cover any gaps in knowledge and understanding (Clough and Nutbrown, 2007). Qualitative contributions from key stakeholders provide insights that complement these analyses.

1.5 Content and Layout

In terms of style and structure, Lee (2009) outlines that a report should be accessible and use clear language. She also believes that references to “the author” can sound

clumsy and, as my report and portfolio contain elements of personal professional practice and reflection, I will therefore be using the first person throughout this work.

The style of writing in the reflective and action research sections will follow a literary narrative that is appropriate to the aspects of autobiographical story and practitioner experience that inform this report (Lee, 2009). This style can also better engage the reader in the CSR journey. The approach will become more analytical from Chapter 6 as I introduce qualitative and quantitative research methods to verify the themes that emerge from the earlier action research.

1.5.1 Report Structure

This introduction forms Chapter 1 of the report that contains eight chapters in total (see Figure 1.1).

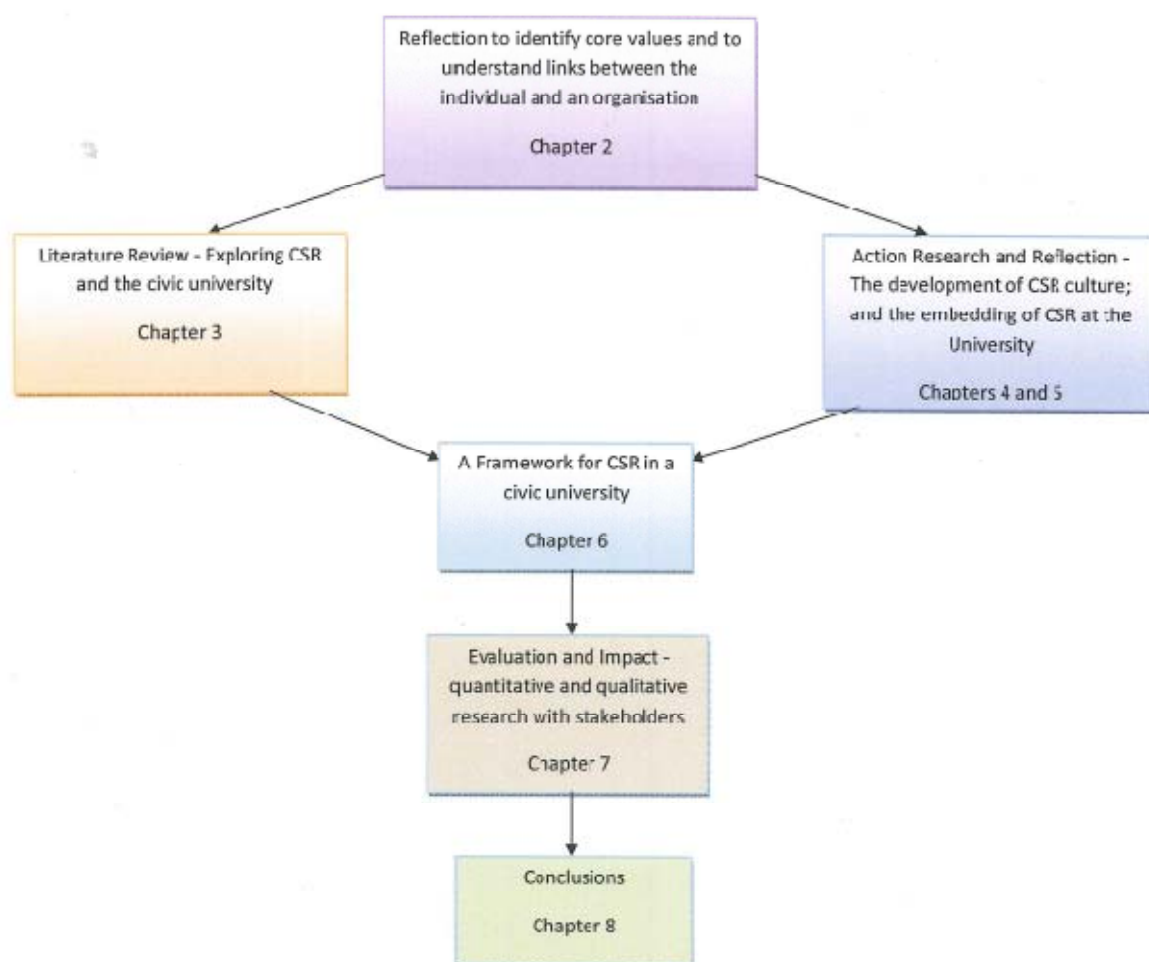


Figure 1.1: Structure of Report, with Chapters 2 – 8 mapping across to the objectives in 1.3

Chapter 2 reflects upon formative experiences from my childhood and adult career which have influenced my subsequent actions. Using the campaign for democracy in South Africa as the primary example, it illustrates the links between personal values and professional activities and demonstrates how individuals and organisations can make a difference to organisations and communities.

Chapter 3 critically reviews the literature on CSR and brings this up to date in terms of the greater awareness of a range of organisations and the current trends towards what is becoming known as corporate citizenship. It reviews the literature on the civic university and relates this to the vision of the University of Sunderland.

Chapter 4 presents, and reflects upon, an action research project which covers a range of CSR-related activities that I have worked on throughout my career at the University of Sunderland. It shows how a holistic approach underpinned by principles of fairness and transparency can generate reputational confidence from internal and external stakeholders and pave the way towards CSR. This chapter evidences my own contribution to CSR within the University, and to the broader community of practice, and in reflecting upon these, develops CSR principles which have wider applicability.

Chapter 5 discusses how the ongoing initiatives presented in Chapter 4 culminated in the development of a CSR Statement at the University. It discusses how the principles were embedded into corporate publications, how they have engaged students, staff and the community, and how this CSR progress is being benchmarked in the Higher Education sector. This approach is reflected upon and further principles are identified.

Chapter 6 synthesises the evidence collected from the action research discussed above and proposes a novel CSR framework, which I set out in terms of theory and practice.

Chapter 7 is a study that captures perceptions of key stakeholders and evaluates the impact of the University's CSR approach. It examines staff and student data together with responses from partners to determine if the University is seen as a responsible institution by those who have contact with it. This study is also used to further inform the proposed CSR framework.

Chapter 8 draws together conclusions, informed by my own experiences, on organisational engagement with CSR. It contains personal reflections on my CSR journey, summarises the contribution of the work to professional practice, and proposes a final framework for CSR. Areas for future work are also presented.

1.5.2 Portfolio

The report should be read in conjunction with the accompanying portfolio which contains evidence of my professional practice and reflections on the impact of this practice on the broader community.

The portfolio contains five sections:

- Section 1 sets out the portfolio structure and outlines how the learning outcomes of the doctoral programme were achieved.
- Section 2 corresponds directly to Chapter 2 of the report and provides complementary evidence of *Early Years* achievements that influenced my thinking prior to joining the University of Sunderland.
- Section 3 is left intentionally blank.
- Section 4 corresponds directly to Chapter 4 of the report and provides complementary evidence of achievements at the University that constituted *Beginning the Journey* towards CSR.
- Section 5 corresponds directly to Chapter 5 of the report and provides complementary evidence of achievements at the University that constituted *Launching and Embedding Corporate Social Responsibility*.

There are seven learning outcomes which require to be met within this professional doctorate, covering areas such as demonstrating a deep understanding of the professional context and underpinning theory, and making a significant contribution to practice. A table in Section 1 of the portfolio addresses how these have been achieved by aspects of the work that has been undertaken.

Section 3 is left intentionally blank in order to ensure ease of navigation between the report and portfolio; in which Chapters 2, 4 and 5 map directly across to Portfolio sections 2, 4 and 5. For example, references from Chapter 4.2 are supported by evidence in Portfolio 4.2. The chapters present and discuss my personal contributions and reflect on this; the portfolio sections provide appropriate evidence and more detailed reflections of the contributions and the impact upon my community of practice.

1.6 Personal Aims

The report demonstrates how an individual working in line with organisational values can make a difference to those he has contact with; and how stakeholders can benefit from the resulting activities. It also illustrates in particular that an individual, who may not be in an executive role, can influence an institution in making a difference to its communities. I plan to demonstrate this effectively by charting my own contribution towards CSR within my own institution.

The culmination of this report is a novel framework for CSR that can be shared with others and applied in a range of situations. I hope that the learning points in this work will be useful to individuals and organisations that are themselves at different stages of their own CSR journeys.

Chapter 2 - Early Years

2.1 Introduction

This chapter will provide an insight into the shaping of my personal motivations, from childhood to professional career. It will introduce themes that explore an organisation's impact on its community and, in particular, the impact that an individual can make. One of the brand images of the University of Sunderland is that the experience it offers is *life changing* (2011). Before I was to join the University, I was involved in some situations that were life changing for me and for others, which I will outline in this chapter.

Using my experiences in South Africa as examples, I will highlight what can be achieved when an individual is working in an organisation that encourages contributions in line with its core values. London (1988) believes that an employee can act as a supportive agent of change if they have a sense of identity that can guide an institution through cultural transformation. This principle will recur when I subsequently examine my role in a journey towards CSR at the University of Sunderland.

2.2 My Personal Values

Throughout my life I have always had a keen sense of what I believe from my perspective to be right and wrong. According to my *Insights* personal profile (Copyright Andrew Lothian, Dundee 1992) which was carried out in October 2007, "my decisions are influenced by ethical and moral issues" and, rather grandly, I am "driven by a high sense of allegiance and obligation, resulting in a commitment to serve my organisation and humanity in general".

Such perceptions and my upbringing led me to have an affinity for causes and organisations which I felt were influences for good, and an aversion to activities that I felt were damaging to a community.

An early example of this awareness is my memory of asking my Grandmother about the “divi”, or dividend, which we received when she shopped at the Co-operative Store in Fencehouses, County Durham when I would have been approximately six years old. Carr-Saunders et al (1938) explained that this dividend on purchases characterised the co-operative movement, whereby “the major part of the surplus is returned to the members divided in proportion to their purchases during the trading period”. My Grandmother proceeded to tell me in detail about the origins of the Co-operative movement, a conversation which helped to plant a seed about the ways organisations co-exist with their environment and impact on their communities.

2.3 A Motivating Encounter

We have many experiences in our lives outside our employment in which we impact on fellow individuals positively and negatively, or as Halpern (2009) simply states “our behaviour affects others”. Before we explore the world of work, I would like to illustrate this by sharing one experience that sticks in my mind, which occurred in Manchester in 1989.

I was shopping one evening at a Safeway foodstore just off Market Street, an area which was a favourite haunt of homeless and hungry people. Just before the store closed at 8.00 p.m. the price of bags of 10 doughnuts fell from £1.00 per bag to 10p per bag. I had the bright idea of purchasing 10 bags for a pound – i.e. 100 doughnuts at a penny each.

Clutching my booty, I left the store looking for homeless people, only to discover that none were around – a slightly farcical situation of where can you find a homeless person when you want one? I decided to walk up to Piccadilly Gardens, another refuge area for homeless people and finally came across a large group. Rather naively, I approached the group and told them I had bought a hundred doughnuts, and asked if they would like any. After an embarrassed silence, one replied “What do I want with a doughnut?” followed by “its money I need”. At least I’d had a response so I decided to eat a doughnut and gradually the group came round with comments such as “let’s have

a bit of that”. Within 20 minutes all 100 doughnuts had been passed around. I was subsequently accepted socially by this group and became for a while an unofficial mentor for Rob, the first person who replied to me, as he struggled with issues he was experiencing. His challenges were outside my area of expertise but I was able to gain a level of trust that put him in contact with a friend who worked for a homeless support agency.

I learned many things from this and other experiences. I may have made some ill-judged assumptions, but for relatively little money and time a few things had happened that then led to others. They helped to make a difference that might have been very small in the scheme of things but could have been of some significance to one or two people. Bandura (1977) asserts that people do become influenced by the actions of others. Such experiences also made an impact on my own thinking and helped to shape it as my career evolved.

2.4 The Democracy Experience in South Africa

My earlier thinking as a young person was informed by living in a household where there were initially only two, then three, television stations and only a few radio channels. Although there was less information coming at us than there is in the twenty-first century, the lack of variety meant that I was regularly exposed to current affairs and subsequently developed a keen interest in them. One recurring feature of the sixties, seventies and eighties was the injustice of apartheid, the prevailing political system in South Africa.

Prior to 1994, South Africa was governed by the apartheid system. “Apartheid (separateness) was a system of legal racial segregation enforced by the National Party government in South Africa between 1948 and 1994, under which the rights of the majority black inhabitants of South Africa were curtailed and minority rule by whites was maintained”, Wikipedia (2010). The apartheid regime was the focal point of worldwide opposition, particularly in the UK, from people committed to principles of democracy and natural justice. Throughout this period I was working in a Personnel

role at the head office of the Union of Shop, Distributive and Allied Workers (USDAW), which was affiliated to the British Trades Union Congress. Both these organisations were implacably opposed in principle to the apartheid regime in South Africa.

The anti-apartheid movement was one I passionately believed in and was something that would later influence my thinking around CSR. As a student I had attended anti-apartheid rallies in London and supported economic sanctions against the South African regime. John (2000) notes that Britain was the most important source of foreign investment to apartheid South Africa, in particular Barclays Bank, the financial organisation that was linked more than any other with supporting the South African government's business interests. Campaigns asked questions of business leaders and affected the reputation of an organisation. As the Independent newspaper reported in 2006, "Barclays was forced to pull out of the country in 1986 after protests against its involvement during the apartheid regime. A student boycott of the bank led to a drop in its share of the UK student market from 27 per cent to 15 per cent by the time it pulled out".

John (2000) concludes that the exclusion of the South African government from international loan finance by 1991, as requested by opposition groups within South Africa, significantly damaged the economy and hastened political change. As former Foreign Minister Pik Botha commented in an interview after democracy was achieved in 1994, "We couldn't afford apartheid anymore".

Because of my interest and knowledge on the subject, I was asked to represent USDAW on the national Trades Union Congress Democracy in South Africa Committee from 1989 until its conclusion in 1994. I sat alongside General Secretaries and specialists, co-ordinating support on behalf of the TUC for the democratic movement.

As time progressed, and following the release of African National Congress (ANC) leader Nelson Mandela in 1990, the two main political leaders of the era, Prime Minister FW de Klerk, Prime Minister of South Africa and the President-in-waiting Nelson Mandela began to move South Africa towards agreement in staging the first full, free and ideally fair elections the nation had seen.

There are examples of elections across the world that are not regarded as free and fair in their management and outcomes. Bjornlund (2004) asserts that election observation has emerged as an international norm and that all governments seeking legitimacy are expected to invite observers. Bearing in mind the crucial nature of these proposed elections, together with a range of potentially volatile circumstances, the United Nations recognised that it was of vital importance that the elections were not only seen to be fair but were accepted as such both inside and outside the country.

A number of electoral experts across the world were selected to take the role of United Nations Observers for the forthcoming elections. However, intelligence in late 1993 indicated that white right-wing extremists were threatening to violently disrupt the elections scheduled for April 1994. In the face of withdrawals of many experts at this point, the members of the TUC committee were alerted to an opportunity of being eligible to volunteer to be UN Observers, an opportunity I accepted (see Figure 2.1).

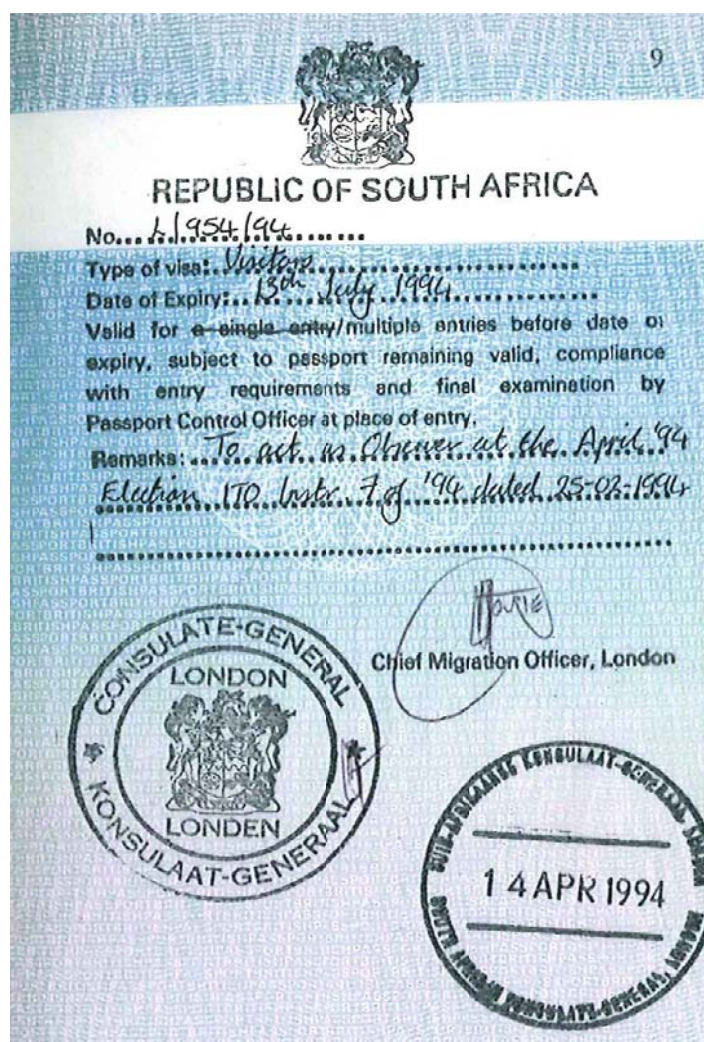


Figure 2.1 Passport Visa authorising my involvement in South African Elections 1994

After training I travelled to Johannesburg on 23rd April 1994 with fellow newly-appointed UN appointed Observers, who included long-standing anti-apartheid figures such as Archbishop Trevor Huddleston, Peter Hain, former Young Liberal campaigner and subsequent Labour MP and David Steele, former leader of the Liberal Democrat Party (Portfolio 2.4.1). We were guests of honour on our arrival at a huge pre-election rally at the Soweto football stadium, at which several hours of entertainment were concluded with an inspirational speech by Nelson Mandela, the leader of the African ANC.

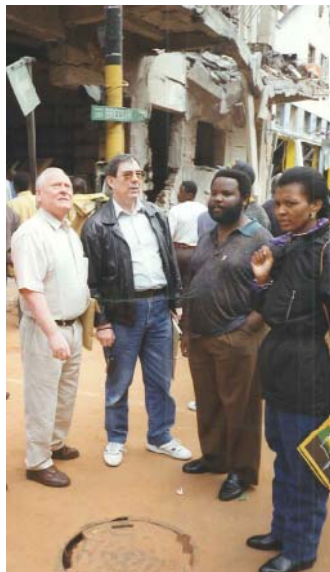


Figure 2.2 Fellow UN Observers with ANC officers outside the bomb-damaged ANC headquarters in Johannesburg prior to the democratic elections in South Africa, 24th April 1994.

It was known that some UN Observers were touring the political parties to help provide reassurances on the monitoring of the voting process. On 24th April we were due to attend a meeting with members of the ANC at their head office at 10.00 a.m. Our journey was delayed by ten minutes and we arrived to dreadful scenes (see Figure 2.2). Just before 10.00 a.m. a bomb exploded just outside the ANC headquarters, killing 9 people on a quiet Sunday morning, Wikipedia (2010). It was allegedly planted by white right-wing extremists whose aim was to disrupt the forthcoming election process.

We arrived outside the ANC office twenty minutes later and were unable to gain access due to bomb damage and barriers that had been hurriedly erected by South African security guards whose role it was to protect the election process. When we were

subsequently allowed access into the offices, several windows had been blown out in the blast and two of the three people who were waiting to welcome us had suffered minor injuries.

This was a sobering introduction to my election experience, and it was bookended by a similar experience six days later, the day when most UN Observers were leaving the country after successfully monitoring the elections. Half an hour before we reached what was then known as Jan Smuts Airport, another bomb set by white right-wing extremists detonated in the airport concourse. This was a reminder of the tensions that were never far from the surface, despite these tensions being temporarily subsumed by the wave of euphoria that was sweeping the nation at that time.

Of course the overwhelming memory of this contribution was the election itself, held from 26th to 29th April 1994. My role on behalf of the UN, rather bizarrely as I had no HGV or specialist driving licence, was to transport voters from locations in their townships to the voting station, where fellow UN Observers were on hand to monitor the fairness of the voting and counting processes. Alternating with a colleague for breaks and working in pairs for safety, I collected my first set of voters at 7.00 in the morning and collected my final group just before 9.00 in the evening.

The queues of people who waited patiently to engage in the election process were unforgettable. An abiding memory for me was when I apologised to an old woman for her having to queue for eight hours simply to board the bus in order to bring about her moment to vote. "Young man", she said, "I have waited 81 years to vote, another eight hours make no difference".

The election proved to be a defining moment in world history, characterised by the landslide election of the ANC under Nelson Mandela, and a subsequent re-birth of the new Rainbow Nation of South Africa. Southall (1994) concluded that it "constituted one of those rare historical moments when humankind made a significant step forward. The peaceful culmination of a liberation struggle, which for years many had feared would end in a bloodbath, registered not only a triumph for the democratic ideal but the resounding defeat of racism as an organising principle of government".

In an emotional letter of thanks dated 3rd May 1994 a colleague I worked with, Sithembele Tshwete, extended “a hand of appreciation ...on your recent visit where you witnessed and observed the birth of our new country” (Portfolio 2.4.1).

2.5 The Release of William Ntombela

Running concurrently to this work on the national stage, I was also involved in significant developments within my own organisation. Prior to democracy, USDAW had affiliated itself to a sister union in South Africa, the South African Commercial and Catering Workers Union (SACCAWU). Several of its members had been sentenced to death by the South African Government for a range of charges, most being linked to the democracy movement. As one of a three-person working group, I was faced with the task of adopting a political prisoner on behalf of USDAW, the idea being that the union’s members could adopt this individual and campaign for clemency and his or her release.

In 1991 we recommended the adoption of William Ntombela, a shop steward from Johannesburg who was one of nine milk workers who had been sentenced to death for the murder of their white supervisor. In examining the case, we felt that William had no involvement in the incident but had been linked to it due to his political profile. The recommendation was endorsed by the union and in early 1992 a petition asking the South African government to release William was handed in to Downing Street containing over 25,000 signatures gathered from USDAW’s membership. Influenced by the public profile of this case, the South African government commuted William’s sentence from death to life imprisonment. Some of William’s colleagues were unfortunately executed in 1992 and 1993 but this commutation meant that William was able to survive his time in prison and he was subsequently released in 1994 after democracy was finally delivered to the South African people.

The release of William Ntombela showed me what could be achieved by the linkage between the actions of an individual and the endorsement of the parent organisation if the two are working towards the same goal. Smith (2005) claims that it is people who

make up organisations and it is they who can be the vehicle of achievement. I could not have achieved on my own what we achieved with the concerted effort of the Union, with 25,000 members all making their own contribution. Conversely, the members would not have been able to have this impact in 1992 if the target of releasing William had not been identified by our three-person group a year earlier.

After the achieving of democracy in South Africa, the previous means of supporting the movement for democratic change were not relevant to the needs of the country. Suddenly it was expertise that was required to help organisations in the new South Africa become self-sufficient with stronger corporate systems that would better equip them in meeting the challenges ahead.



Figure 2.3: Happy times – SACCWU colleagues in summer 1994, shortly after democracy

Due to my existing links, USDAW agreed to a request from our sister union SACCWU to allow me to work on a secondment basis for two periods in South Africa (see figure 2.3). I arrived back in South Africa in the summer of 1994 and was faced with an organisation that was strong on ideals and weak on sound governance.

My periods of employment with SACCWU were very intensive. They resulted in me presenting a range of recommendations that would strengthen their administrative, personnel and financial procedures. These were contained in a holistic report that was subsequently adopted at a national conference, bringing clarity, consistency and accountability to the workings of the union (Portfolio 2.5.1).

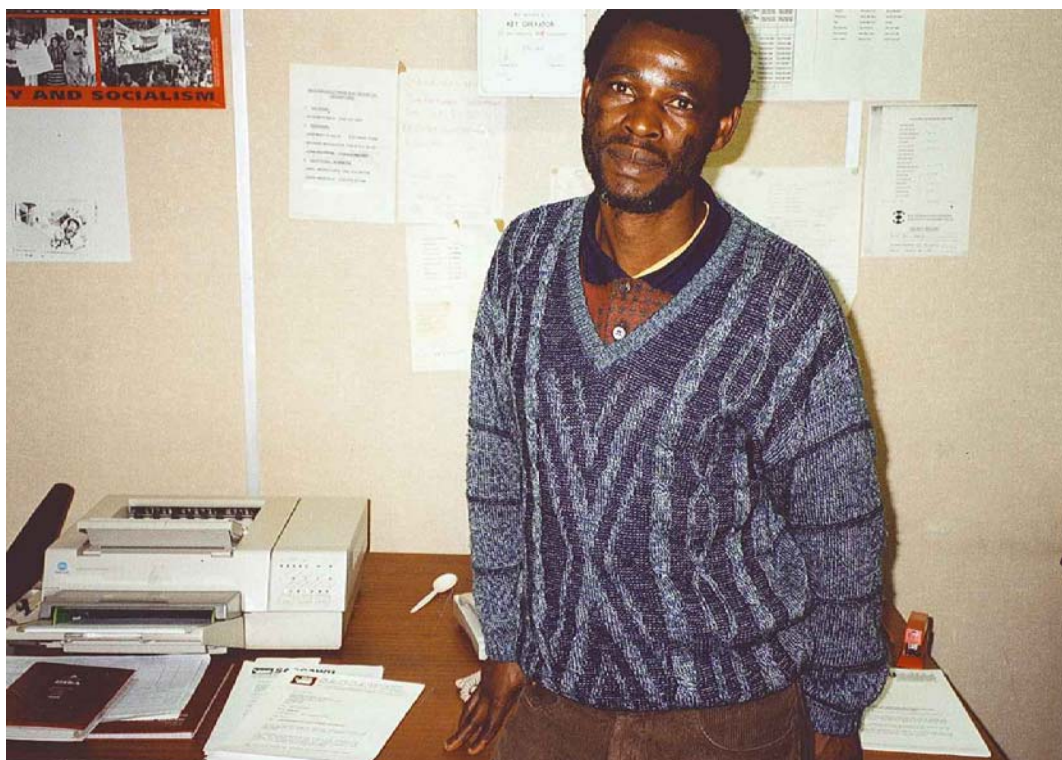


Figure 2.4: William Ntombela pictured at the SACCAWU Office, Johannesburg, 1994.

When I was working on my first secondment, one particular member of staff was very helpful to me with all my office requirements. It was only when I thanked this very quiet and modest colleague that he told me he was William Ntombela (see Figure 2.4). It was one of the most humbling experiences of my life. I had not realised that SACCAWU had offered him employment in order to rehabilitate him back into society after his ordeal. William and I became friends and he told me that the day he was relocated from the execution to the life imprisonment wing in prison was the day that he began to hope for his future. I subsequently brought him to the UK for the 1997 USDAW annual conference, where members who had campaigned on his behalf gave him a standing ovation and he realised what his struggle meant to them (Portfolio 2.5.2).

2.6 Reflection

Schon (1983) states that people and practitioners often think about what they are doing, that this thinking can include being surprised by their actions, and that these actions can give confidence when encountering other situations.

When I reflect on achievements in my professional life to this present day, the South African experiences have great emotional significance. Ironically, in the overall scheme of the elections, I was a very small cog in a very large machine that had been rolling for decades.

However, to be part of such a significant event that I had been involved in campaigning for over many years, to see the outcome of the efforts of thousands of people on different levels and to witness the impact on millions of people was immensely satisfying. I learned that if people continue to press for goals in their life, then at some point these may be realised. This can be on both a collective and a personal level. Kaplan (2008) believes that “it’s about taking a very personal look at how you define success in your heart of hearts, and then finding your own path there”.

The introduction of William Ntombela to people who had lobbied on his behalf reinforced the principles of linking the contribution of an organisation to the impact on individuals. This idea of illustrating the pathway from activities to consequences is a theme that will recur in this report.

In relation to my subsequent thinking around CSR, I identified:

- ***The link between my contributions and the wider process*** – using consumer choice in response to an organisation’s stance on South Africa before democracy; identifying a prisoner to campaign on behalf of; contributing with others towards democratic change; and directly helping people to vote for the first time in their lives.
- ***Individual impact*** - seeing the damage caused by individuals who were desperate to disrupt the democratic process and the direction in which their society was moving; the effect that individuals such as Nelson Mandela, Bishop Desmond Tutu and outgoing President FW de Klerk had in bringing about peaceful democratic change to such a previously divided country;

- ***The power of collective contribution*** - being part of a democracy committee; working as UN Observers with international endorsement; campaigning for the release of prisoners; witnessing the power of the African National Congress Party; and recognising the strength of a politically mobilised electorate;
- ***The effect on the community*** - meeting people on the other side of the world whose lives were affected by our work; witnessing the impact on communities of something that I was directly engaged in.

These stakeholder-related themes around individuals, organisations and community will later inform the development of a CSR framework. I also learned that the combination of expertise and personal motivation in delivering aims that one can identify with can be a powerful one. When this situation exists, it can provide not only greater job satisfaction for the individual but also a better outcome for the organisation. Schon (1983) argues that “It can be liberating for a practitioner to ask himself ‘what, in my work, really gives me satisfaction?’ and then ‘how can I produce more experiences of that kind?’” The job satisfaction from this activity influenced me in seeking out other areas in which I could try to make a personal as well as general impact when making connections in my work.

I have always preferred to work for organisations that have elements of civic engagement running through them. In 2002 I began working at the University of Sunderland, a university with a tradition of being linked with its city. I was recruited as part of the equal pay and wider equality agenda, which was to a large extent a new area of work. In this role I gradually realised that I could not only put into practice the University’s approach to having a fair and inclusive environment, but also widen its activities by influencing principles at a corporate level and working across the institution.

I will explore this contribution from chapter 4 onwards. Firstly, in the next chapter, I will critically review the literature on CSR and the civic university.

Chapter 3 - The Context: Defining CSR (Literature Review)

3.1 Introduction

Hediger (2010) believes that CSR is interpreted differently depending on who or what it is interacting with. In this chapter I will critically review the relevant literature in order to identify the principles that led to the recognition of CSR and to gain an understanding of the aspects that continue to influence its development. This will include an analysis of existing published CSR models and frameworks.

I will also examine what is meant by the concept of the civic university and explore the relationship of the University of Sunderland with this concept. By introducing the related theme of corporate citizenship, I will outline common principles that link CSR to the civic university and will assess the applicability of current CSR models and frameworks to a modern civic university.

3.2 The Concept of Corporate Social Responsibility

What do we mean by the term corporate social responsibility, or CSR? As Van Marrewijk (2003) says, "it means something, but not always the same thing to everybody".

Freeman (1984) highlighted the responsibility of a business not only to its shareholders but also to its stakeholders, who he defined as anyone on which an organisation's activities has an impact. Taking this logic a step further, McIntosh (1994) defines CSR as recognising that organisations are fundamentally linked with people and that this brings responsibility and standards of operation.

The US based Business for Social Responsibility, BSR, (2011) understands social responsibility as existing where a corporation "operates in a manner that meets or

exceeds the ethical, legal, commercial and public expectations that society has of business.”

It is expected that most modern organisations now have codes of practice in place, mainly underpinned by legislation, which set out minimum standards for stakeholders. McIntosh (1994) echoes BSR by saying that when we refer to organisations displaying corporate responsibility credentials, we understand this as good practice that goes beyond financial obligations and statutory compliance. Characteristics of the new social responsibility agenda apply to all organisations, and include commitments to stakeholders; fair internal practices in line with values; and a responsibility to the wider community. In bringing together a diverse range of activities under a common strand of fair and responsible behaviour, CSR can both inform and help to define an organisation’s activities.

CSR includes elements of self-regulation whereby business ensures its active compliance with the spirit of the law, ethical standards and international norms. It embraces responsibility for a company’s actions and encourages a positive impact through its activities on the environment, consumers, employees, communities, stakeholders and other members of the public sphere. Ojala (2009) simplifies the definition by referring to “running a corporation in a manner that is consistent with the rights and responsibilities of the various parties involved”.

Much has been made of the business case for CSR as a means of justifying a more ethical stance. Sternberg (2000) asks “if it is good for business, can it be ethical? – the answer is a resounding yes”. Motivational factors for CSR, as identified by Mellahi and Wood (2003), include: complying with legislation; motivating skills and outputs from the widest pool; and displaying an ethical corporate reputation to potential customers and partners. These three are inter-linked. The values that an organisation claims to espouse and its reputation play an important part in its ability to attract and retain talent.

Little (2003) indicates that organisations that take a positive approach to equality and diversity practices and to their wider social responsibilities deliver a better product and service, as they have higher levels of staff motivation and business alignment.

CSR is not purely about the business case. It is about what May et al (2007) describe as organisations understanding their impact on their stakeholders and communities and consciously being responsive to these responsibilities in order to co-exist in an environment of greater mutual trust.

As Frederick and Post (1992) highlight, business is a part of society, and society penetrates into business. They are both separate and yet connected. In a world where global communication is rapidly expanding, these connections are closer than ever before.

Frederick and Post (1992) believe that social responsibility is an inescapable demand made by society. Whatever businesses produce and wherever they operate, the public expects. CSR means that a corporation should be held accountable for its actions, which does not mean abandoning economic aims, but balancing the benefits to be gained against the costs of achieving them. An organisation will become stronger if it gets this balance right, and both business and society will gain when firms are actively socially responsible.

3.3 The Roots of CSR

The concepts introduced above are not new and have been advocated over a number of years with varying degrees of economic acceptance and success.

In the late 18th century, Robert Owen created a new type of industrial community in New Lanark. He introduced systems of co-operation, mutual support, welfare, public health and education. Cannon (1994) discusses how Owen achieved this seemingly utopian community, and renown, while still making a profit.

Cannon (1994) also highlights that elements of Owen's ideas recurred in the 19th century creations of paternalistic working and community environments such as Port Sunlight by Lord Leverhulme and the Bourneville village by Cadbury, which reflected the same belief that workers who were treated well would respond well. He asserts that although these institutions that are now known as Unilever and Cadbury's may have changed significantly from those founding days, they have survived far longer than many of their more "hard-headed" competitors, due to their social foundations strengthening the business through enhanced employee and customer loyalty.

An illustration of an organisation founded on egalitarian principles and rooted in its community is the co-operative movement, created from 28 equal shares in 1844 with an inherent social vision (Jetter, 1994). The pooling of goods produced within a community, which were sold to the community under the principles of a co-operative society, enabled local people to purchase a wide range of goods at a fair price. The various retail and banking activities of the modern co-operative are still informed by its historical roots, for example with Jetter (1994) claiming that the bank's ethical decisions and customer loyalty make it less vulnerable to the effects of the market than many of its competitors.

In immediate post-war western 20th century societies, however, the principles of CSR had little influence in economic thinking. The predominant business philosophy was succinctly expressed by Milton Friedman (1962) when he advocated that business has no mandate or responsibility other than to maximise profits. This single-minded pursuit of profit was the accepted outlook of western conservative politicians for several decades, with the only context being, as Friedman put it, one of operating within "the rules of the game".

3.4 Revival of interest in CSR

Korten (2001) points out that of the world's 100 largest economies, 51 are corporations and only 49 are countries. Influenced by the rise of these multinationals and a realisation of the impact they can have on the societies in which they operate, theories

on the social responsibility of business grew in the last quarter of the 20th century, with the term CSR coming into common usage.

Hamil (1993) quotes Ove Arup, founder of Arup Engineering, setting out such principles as early as 1970, when he said:

“There are two ways of looking at happiness. The first is to go straight for the things you fancy without restraints, without considering anybody but yourself. The second is to recognise that our lives are inextricably mixed up with those of our fellow human beings, and that there can be no real happiness in isolation. This leads to an attitude which gives to others the rights claimed to oneself, which would accept certain moral restraints. We opt for the second way.”

McIntosh (1994) puts the revival of interest in social responsibility issues in organisations down to the convergence of a number of factors. He identifies these as increasing global environmental awareness; legislative equality policies; a reaction against business corruption; increasing organisational transparency in an age of better information; stakeholder empowerment; and a re-evaluation of business responsibilities in the light of growing transnational organisations.

The debate has continued over the business merits of a CSR approach. Friedman (1970) reiterated his opinion that “there is one and only one social responsibility of business – to use its resources and engage in activities designed to increase its profits”. More recently, Henderson (2001) concurred, describing CSR thought processes as excess baggage that can undermine the market economy.

Sternberg (2000) takes the opposite view, arguing that good business is not conducted at the expense of its non-owner stakeholders and that owner value is unlikely to be maximised by an organisation that cheats, or even by one that is believed to do so. She states that business is by its nature based on contractual exchanges of value, voluntarily entered into; and to be successful, business must therefore act in ways that encourage others to deal with it. Sternberg therefore believes that “being ethical is

good for business”, and that principles of distributive justice and ordinary decency enhance long-term owner value.

Megone and Robinson (2002) link business success to stakeholder perception, arguing that businesses will not recruit first-class people of ability and integrity unless their standards of conduct are seen as being acceptable. They believe that unless business values are perceived to be the equal of that of society, they will not attract recruits of the quality they need, which will impact negatively on both business and society.

The CSR debate tends to resurface when the impact of corporate activity is highlighted in the public consciousness. When Frederick and Post (1992) refer to the importance of accountability in good CSR behaviour, this includes the expectation that any negative impact by business on people and society should be acknowledged and if possible corrected.

Being responsible in a crisis can be a test of organisations. When Johnson & Johnson’s leading pain reliever product, Tylenol, was tampered with poison in Chicago in 1982 the company immediately voluntarily withdrew the product across all US outlets, to reassure buyers of the safety of future stocks.

Werther and Chandler (2006) cite the transparent handling of the Tylenol crisis as a model case in the area of crisis management. They state that, by going beyond what was expected in recalling all stocks, Johnson and Johnson saved the Tylenol brand, enabling it to remain a strong revenue earner. Frederick et al (2007) agree, saying that the response contributed to Johnson & Johnson’s overall reputation as a trusted retail company.

A less than model reaction to a crisis came in 2010, after an explosion at a BP oil rig in the Gulf of Mexico which killed 11 workers and released millions of gallons of oil, significantly damaging the ecological infrastructure and the livelihoods of people living in the region. Being interviewed on his company’s response, BP’s Chief Executive Tony Hayward (2010) stated “There’s no one who wants this over more than I do. I would like my life back”.

As Warren Buffet (2006) has noted, "It takes 20 years to build a reputation and five minutes to ruin it." Despite spending \$4 billion on clean-up costs, installing a new Chief Executive and cancelling shareholder dividends, BP still has work to do over the coming years to restore stakeholder confidence.

Good corporate reputation is not merely about one-off events, it is about ongoing practice. As Grayson and Hodges (2004) point out, the more CSR is integrated, the better the experience for stakeholders and shareholders. They cite an April 2003 report "*Does Business Ethics Pay?*" by the Institute for Business Ethics in the UK, which found that in a sample of FTSE 350 firms, "ethical" companies outperformed those that made no such claims in three of four financial measures, helping to produce above-average performance against the group norm.

Jetter (1994) asserts that activities in line with business values can bring additional brand organisational loyalty from employees and customers. This claim is backed by Werther and Chandler (2006), who highlight that since the Co-operative Group made all their own brands of coffee and chocolate Fairtrade in 2002/03, they have seen sales rise by 24% in 2003/04 and by 46% in 2004/5. In the same period other brand sales remained static, indicating that Fairtrade was a good fit for the retailer and was seen as such by its customers.

There is ongoing debate about the value of CSR and also about whether organisations who espouse it are sincere across their activities. Grayson and Hodges (2004) argue that if companies adopt CSR principles due to a fear of being seen not to, they will be found out by stakeholders if they are not consistent. To be meaningful, they believe that CSR should be practiced across operations and that recognition of this principle is gradually moving CSR from a marginal activity into the mainstream of business practice.

Kotler and Lee (2005) claim that "in today's world, it is no longer a bonus that a corporation does good, it is expected". Porter and Kramer (2007) seek to provide some clarity, saying that "to say broadly that business and society need each other might seem like a cliché, but it is also the basic truth that will pull companies out of the

muddle that their current CSR thinking has created. A healthy society needs successful companies, and successful companies need a healthy society”.

When Goyder (1998) refers to *Tomorrow's Company* engaging with its community, he means the whole sum of people that the organisation comes into contact with. He asserts that whereas yesterday's companies viewed the community as an afterthought, companies of tomorrow will view the community as central to their business.

The revival of interest in CSR is gaining momentum but as CSR evolves it remains a work in progress. The growing inter-relationship between business, stakeholders and society that these contributions are displaying will continue to define CSR and to increase its relevance.

3.5 CSR Models and Frameworks

The CSR approaches outlined in this section will explore the changes in emphasis over the last 20 years, in order to highlight trends and to identify themes relevant to a modern CSR framework.

Studies of corporate social responsibility have increased greatly during this period and a number of CSR models and frameworks have emerged, including commonly cited concepts such as Carroll's (1991) pyramid and Elkington's (1997) triple bottom line, which I will examine below.

Indeed, Redman (2005) offers three models in order to open debate and reach conclusions. Her first is what she describes as the neoclassical model, *the CSR traditional conflict*, which assumes that trade-offs between social and environmental goals are inevitable. Her second, *Corporate Responsibility brings in the Cash*, sets out the theory that many companies choose to be socially responsible for a variety of profit-related reasons, such as increased sales and decreased risks. Her third and favoured model, *Multiple Firm Goals, All Created Equal*, champions the ideology of firms that pursue social and environmental goals initially for reasons of choice and ethics, to subsequently find that this approach brings benefits in terms of customer loyalty and enhanced financial reputation of their business.

A classic model is Carroll's (1991) CSR pyramid (see Figure 3.1). From my own perspective, a pyramid is an appropriate image, as it depicts the way in which related practices build upon each other. I would envisage building blocks at the base to be the full range of good practices that need to be prevalent in an organisation in order to provide firm CSR foundations. These would cement together into higher holistic themes with CSR values at the apex of the pyramid.

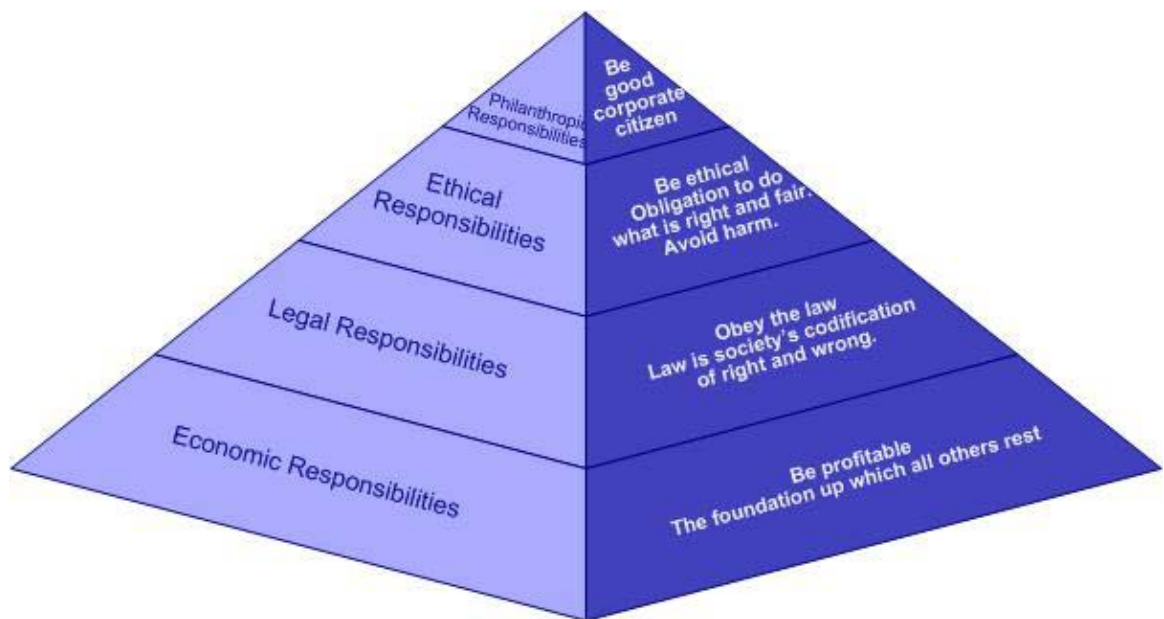


Figure 3.1: Carroll's CSR Pyramid (1991)

Carroll (1991) takes a different approach in his well-established CSR pyramid model. He suggests that four kinds of social responsibilities constitute CSR: economic; legal; ethical and philanthropic. He depicts these components in his pyramid, advocating that "the history of business suggests an early emphasis on the economic and then legal aspects and a later concern for the ethical and discretionary aspects".

The CSR term that has been used by a number of theorists and is now the most referred to concept is that of the "triple bottom line". In his book *Cannibals with Forks – the Triple Bottom Line of 21st Century Business*, Elkington (1997) summarises developments, stating that "increasingly, we think in terms of a triple bottom line, focusing on economic prosperity, environmental quality and – the element which business has tended to overlook – social justice". This framework captures an expanded

spectrum of values and criteria for measuring organisational and societal success: three bottom lines; economic, ecological and social.

These principles have been incorporated into organisational CSR health checks and have helped to inform reporting mechanisms used for external audits, such as the Business in the Community *Corporate Responsibility Index* (2011), audits which Birch (2001) states are necessary to provide verification of progress and to encourage improvement.

The triple bottom line has evolved over the years and is now increasingly known as what Fisk (2010) describes as the three pillars of people, planet and profit.

Elkington (1997) believes that to refuse the challenge implied by the triple bottom line poses risks to both business and society. In order to equip us for this challenge, he emphasises the social aspects, arguing that social capital is a measure of the ability of people to work together for a common purpose, and that to build this social capital we must first build personal and organisational trust.

A later CSR framework, the McWilliams and Siegel (2001) key CSR equilibrium (see Figure 3.2) argues that the core return on investment in CSR should find the optimum level that balances the need for maximising profit from CSR, whilst satisfying demand from CSR from multiple stakeholders. Their approach resolves the balance by assessing stakeholder expectations and weighing these against strategic plans.

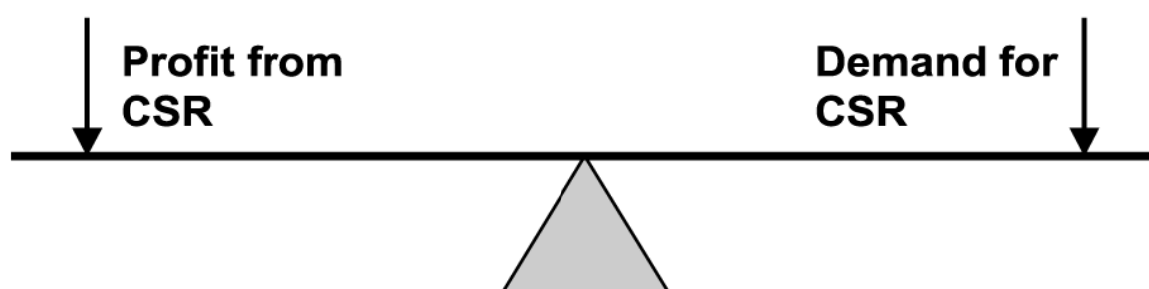


Figure 3.2: Key CSR equilibrium, McWilliams and Siegel (2001)

This appears to be an economics-driven framework and one that implies a potential conflict in terms of CSR expectations and profit. Handled differently, CSR activities and

profit can complement each other, as has been discussed in Section 3.4. It can also be argued that this equilibrium does not fully consider the range of stakeholders and activities that so enrich the CSR agenda.

Indeed, Shahin and Zairi (2007) recognise the importance of stakeholders in their theory that corporate governance has evolved from a traditional profit-centred model to a social responsibility model. These two models are shown in Figure 3.3. Although Shahin and Zairi initially describe the models as mutually exclusive because profit often drives out social considerations, they conclude that the socially responsible organisational behaviour encourages collaborative partnerships within and between organisations that are mutually beneficial.

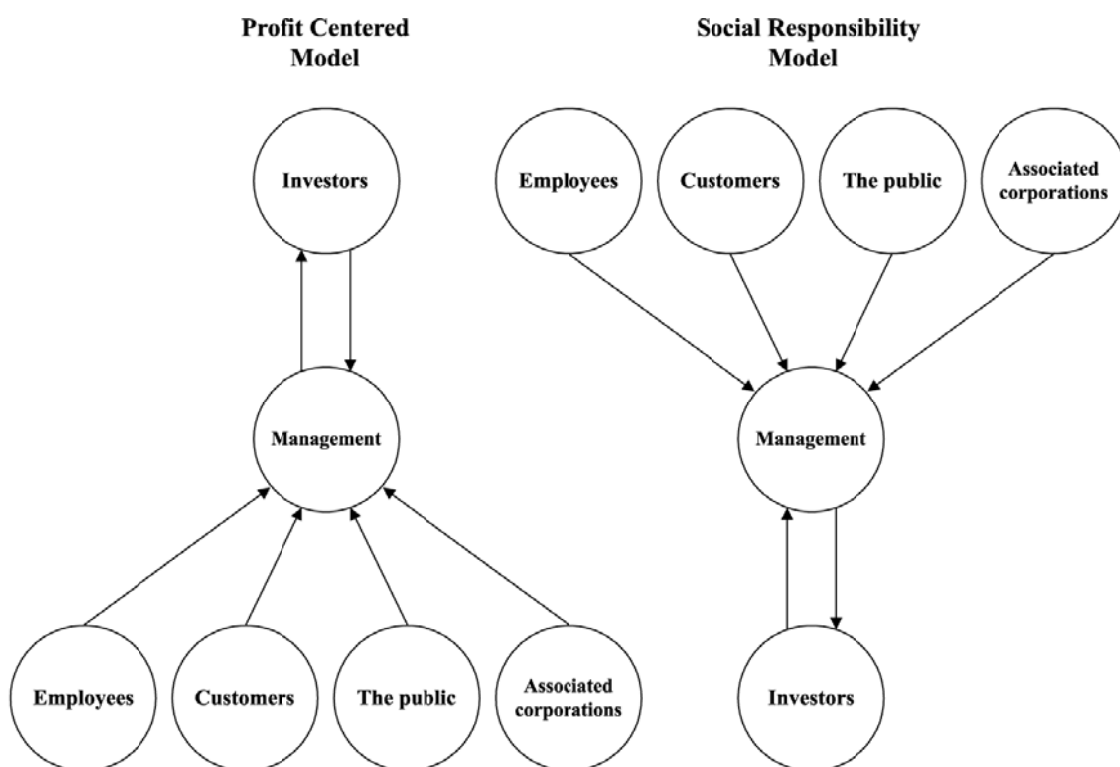


Figure 3.3 Evolution of corporate social responsibility, Shahin and Zairi (2007)

According to Halal (2000) the wealth-creating role of business arises directly out of integrating stakeholders into a productive whole – a “corporate community” (see Figure 3.4). The corporate community model views an organisation as a socio-economic system in which wealth is created through stakeholder collaboration. There is again the sense that the rationale behind this model is not necessarily to be socially responsible per se, but because it is a useful tool in gaining competitive advantage.

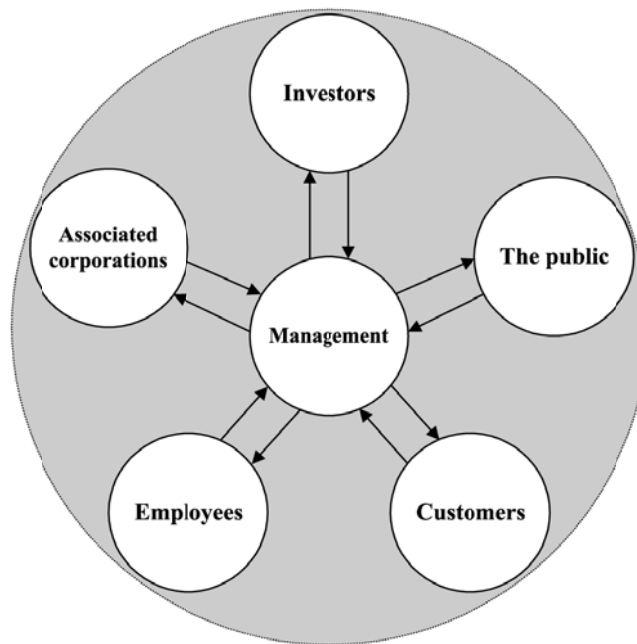


Figure 3.4: The new perspective: corporate community model, Halal (2000)

In one of the most recent approaches to CSR, Professor David Grayson of the Doughty Centre refers to making gradual progress when he sets out the five stages of CSR maturity (2009). He argues that it takes time as well as a number of building blocks to move from Stage 1, an organisation of defensive individuals who do not meet prevailing legislation, to Stage 5, champions of civil engagement who create new means of sustainable development.

Although the emphasis in CSR approaches can vary from being profit, corporate or society-related, there are emerging strands in these later CSR frameworks that are reflecting the increasing relationship between organisations and stakeholders, as first identified by Freeman (1984). This relationship will inform my thinking in terms of developing a framework that can be used in the wider CSR community of practice, and in particular a modern civic university.

3.6 The Civic University

The University of Sunderland's vision is "to be recognised as one of a new generation of great civic universities - innovative, accessible, inspirational and outward looking; with

international reach; and with great local impact” (Corporate Plan, 2009, p5). The reference to “a new generation” implies that the notion of a civic university has evolved, and to understand this evolution it is necessary to explore the history of the civic university and the modern dimension that universities like Sunderland bring to it.

The Collins English Dictionary (2010) defines a civic university as “a university originally instituted as a higher education college serving a particular city”. This definition refers to what became known as the Red Brick universities of Birmingham, Bristol, Leeds, Liverpool, Manchester and Sheffield.

This English civic university movement developed out of various 19th century private research and education institutes in industrial cities, which “responded to the needs for knowledge and a skilled workforce by founding universities to underpin economic success” (Goddard, 2009). They were distinguished by being non-collegiate institutions that admitted students without reference to religion or background and concentrated on imparting practical skills, often linked to engineering.

By the late 20th century, these institutions had become regarded as academic centres of excellence, with entry coveted by potential students from home and abroad. This was in line with a worldwide trend of what Checkoway (2001) describes as “knowledge for its own sake rather than its societal benefit”. The pursuit of knowledge is a worthwhile end in itself, but as these universities became increasingly purist in their academic activities, it was the emerging polytechnic institutions that more directly co-existed alongside their local communities.

Cryer (1981) bemoaned the lack of resources for polytechnics, compared to universities, but argued that with their practical and vocational emphasis they were in touch with the communities they served. Indeed, when these polytechnics became degree-awarding new universities in 1992, three of them, Manchester, Leeds and London, included Metropolitan in their new titles. In London’s Metropolitan’s case, this completed a circle, having originated as a centre for Metropolitan Evening Classes in 1848, (Strategic Plan 2010-13).

The roots of one former polytechnic, what is now the University of Sunderland, lie in the Sunderland Technical College, which opened in 1901 (Miller, 2011). From the outset, the College had links with the town, enjoying support from local industry and being what Miller (2011) describes as the first in England to introduce a sandwich course, whereby engineering apprentices studied to gain higher qualifications whilst continuing with paid employment. In the same decade a separate School of Art was established in 1901 (see Figure 3.5) and the Sunderland Teacher Training College opened in 1908. These institutions would come later come together when Sunderland Technical College became a polytechnic in 1969.



Figure 3.5 Students from the Sunderland School of Art, date unknown

In 1992 the polytechnics were given university status and Sunderland Polytechnic became the University of Sunderland, the same year that the Queen granted city status to Sunderland. In 2011 the University is made up of four academic faculties supported by seven service departments.

With 18,944 students and 1,327 staff (2008/09 Annual Review, p17) based mainly on two campuses that have central city locations, the University has a significant economic and social impact on the city. Two examples of this from 2009 were the £7m spent on a new science provision and the launch of a youth-orientated radio station, Spark FM, broadcasting across the city (2008/09 Annual Review). 37% of students come directly from the local community, reflecting the University's profile of widening academic participation for all. 25% of students are internationally recruited, and there is an off-campus provision of 8,885 additional University of Sunderland students studying in

partner colleges across the UK and worldwide (2009/10 Equality and Diversity Annual Report).

Mulroy (2004) believes that the rationale for university civic engagement can be compelling, given the social and economic conditions that exist in urban neighbourhoods surrounding many resource-rich higher education institutions. She believes that universities can learn from their surroundings and collaborate with partners to strengthen their communities. This is the approach of the University of the Sunderland, which is a key member of the Sunderland Partnership, a network of the major employers in the city.

The Sunderland Strategy 2008-25 (2008) co-ordinates a shared vision for the future of Sunderland, and the University is becoming increasingly integrated into its functions, as demonstrated by the Partnership's Economic Masterplan (2010) which now refers to a vision of Sunderland as "an entrepreneurial university city in a low-carbon economy".

These links to the community are one aspect of the University's activities that would be complemented by a CSR profile. Werther and Chandler (2006) state that organisations that are serious in engaging with their stakeholders and community need to encourage a socially responsible identity that will better encourage this dialogue to happen.

But across Higher Education as a whole, the engagement with CSR has been slow. Matten and Moon (2004) point out that whilst CSR has been a subject of discussion in business and academia in North America for a significant period of time, the debate in Europe has only recently gained momentum. They argue that in Europe the evidence suggests that the time for CSR has now come, but concede that progress may continue to be chequered by the nature of self-regulation and self-motivation that CSR brings with it.

Figure 3.6 shows that the Higher Education Funding Council for England (HEFCE) identified CSR, corporate governance and the embedding of equality and diversity as key challenges for higher education for 2005 to 2010 (HEFCE, 2006, Paper 21). This helped to put CSR on the agenda, but I would contend that within higher education it

continues to be regarded as an optional extra rather than a core ethos in which to encompass activities and promote values.

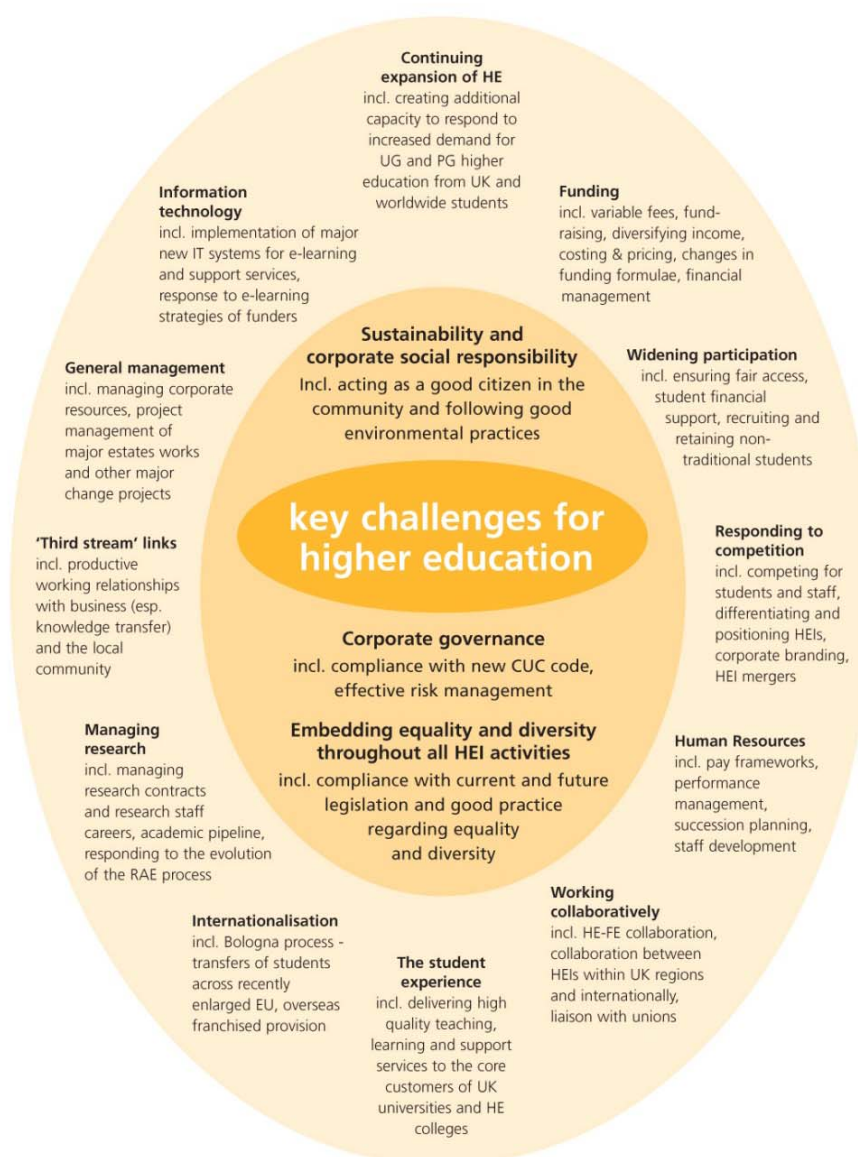


Figure 3.6: Key strategic challenges for UK HE institutions 2005 to 2010, from HEFCE Issues Paper July 2006/21: The higher education workforce in England - A framework for the future

Grayson and Hodges (2004) state that CSR is often a bolt-on to organisations rather than being built in, which can cause it to be a distraction, rather than an asset, to business. Grayson (2009) put this into context in relation to higher education by stating that universities are already doing many things which count as behaving responsibly - but without the framework necessary to get the full benefit of this work.

Yet the adoption of CSR principles around stakeholders and society can serve to better link universities to their communities. Benson and Harkavy (2000) believe that people from an increasingly open information society are best served by a “democratic cosmopolitan civic university” if they are to function as informed, moral citizens. They believe that greater levels of transparency and inclusiveness are important features of a socially responsible institution, features that I embrace when making a contribution at the University.

Universities are now part of a 21st century higher education sector that continues to evolve, with accountability to students, who are increasingly regarded as customers, to the fore in a fee-paying environment. Higher levels of engagement also increasingly include society as a key stakeholder. In these changing circumstances, Brown and Cloke (2009) argue that CSR will prove useful for universities in exploring and understanding the broader society in which they are located.

Goddard (2009) refers to “*Reinventing the Civic University*”, envisaging an institution that engages as a whole with its surroundings, one that partners with other universities and colleges, and is managed in a way that ensures it participates fully in the region of which it forms part. Indeed he argues that civic engagement should become a guiding principle in higher education organisation and practice.

These views resonate with the University of Sunderland’s approach, which Smith, Andrew and Devlin (2005) describe as “working with regional stakeholders to ensure equality and promote diversity”, which will help an institution with an existing tradition of local engagement to achieve its vision of being a great civic university.

3.7 Corporate Citizenship

One of the evolving terms in the CSR debate is that of corporate citizenship, which is in line with the principles of civic engagement referred to above. Waddock (2001) understands corporate citizenship to mean that an organisation recognises its responsibilities towards society and its role as a citizen in that society.

This term provides some flexibility to companies who wish to engage with their society without some of the self-regulating and auditing frameworks that are beginning to appear with CSR. Post and Berman (2001) believe that corporate identity is a fundamental part of corporate citizenship and that many firms are developing a public citizenship identity that is in line with their business identity.

Birch (2001) states that corporate citizenship is not only about a profile of public engagement, it is also about working to a framework of practices that will make this effective. His framework includes: having an impact on society; empowering employees; being transparent, accountable and inclusive; and communicating with all stakeholders in a dialogue of shared values and activities.

Elkington (1997) contributes to the citizenship debate by referring to his concept of sustainable capitalism, in which he again cites the importance of the social dimension in capturing the impact of an organisation's activity on employees, customers, community, supply chain, business partners and society as a whole.

This social thinking is reflected by Habisch (2001) in his classifications of societal change. He identifies the industrial society of the 19th century as one in which physical capital was the key factor of growth and development. In the second half of the 20th century, human capital gained more and more relevance. Within the globalised information society of the 21st century, however, social capital is the driver of organisational and societal improvements. Habisch (2001) therefore believes that corporate citizenship is not about nice shop-window activity but about acting co-responsively for the problems humankind will face in the 21st century.

Zadek, in his book *The Civil Corporation* (2001), argues that most large companies are becoming corporate citizens, but that corporate citizenship is not the same as good corporate citizenship. Economic globalisation offers highly profitable pathways for businesses to behave unethically and to drive down standards. How a corporation acts within areas of freedom is the test of their responsibility. This is fundamental to what he defines as the civil corporation. A corporation that is said to be civil is understood

here as one that develops its internal values and competencies and builds social and community relationships into its core business. There is no simple template or magic bullet for the civil corporation; it is more a process of consistent and ongoing good practice.

3.8 Summary

This chapter has explored and discussed the principles of CSR, the civic university and corporate citizenship. These concepts may have some defining strands of activity but the literature shows that they share common values and behaviours, such as transparency, accountability, consistency and stakeholder engagement.

The trend towards greater dialogue with stakeholders is a challenge to organisations that are still adapting to technological and societal developments which are influencing communication processes. Hediger (2010) states it is no surprise that CSR has different meanings to different commentators. He believes however that the shift from a pure shareholder perspective towards a broader outlook that encompasses multiple stakeholder concerns and values is one that organisations need to adopt.

This holistic approach strikes a chord with me and I believe that it presents an opportunity for HR and other colleagues to contribute to their corporate culture in a pro-active manner that can help their organisation to embrace the wider social agenda. As Ulrich (2011) asserts, HR can participate in social responsibility and increase a firm's reputation within the community.

CSR not only means going further than expected in terms of good practice, it also means articulating a value base that defines and supports an organisation's activities. In referring to the role HR can play in supporting CSR, Cohen (2010) states that "CSR goes beyond traditional HR, it encompasses the entire business. And it is more than nice values; it is strategy, coupled with values".

The CSR models that have been propounded over recent years have evolved from emphasising mainly economic considerations and are increasingly incorporating other stakeholder concerns. There remains, however, further work to be done on this area; and I would propose that a CSR framework should also be conscious of:

- ***Clarity of corporate vision.*** Many institutions can adopt piecemeal or consistent elements of good practice in response to legislative requirements or sector expectations. Outlining these principles holistically and strategically can define an organisation to stakeholders and encourage participation. As Post and Berman (2001) point out, reputation, image and corporate identity are of growing importance in the face of enhanced customer choice.
- ***Empowering employees to act in line with corporate values.*** Mellahi and Wood (2003) set out workplace ethics as constituting honesty, fairness, responsibility and trust. They contend that employers that meet these responsibilities are more likely to receive greater loyalty and commitment in return from employees. With a framework of good practices and an open approach to corporate governance, employees can sign up to and be ambassadors of good corporate behaviour.
- ***The value of dialogue with customers and wider stakeholders.*** If organisations are to be serious about stakeholder engagement, they should encourage a two-way relationship that can encourage brand loyalty from customers, enhanced by an acceptance of responsibilities from the organisation. In addition, Grayson and Hodges (2004) claim that for organisations to be socially responsible with their communities, they must be open to those communities and communicate with them.
- ***Understanding that every customer is part of the community.*** Marsden and Andriof (1998) refer to a good corporate citizen as appreciating its influence on society and acting to benefit both the company and society. An organisation needs to recognise its constituency in order to be effective in acting responsibly.

I would conclude that there is the need for a new CSR approach, one that not only recognises the economic importance of stakeholders but that also features an ongoing relationship between the organisation and its stakeholders, in a society in which they co-exist. For my own project, any resulting framework should also relate to a university or organisation that is working to be civic and which aims to engage with its community as a corporate citizen.

In considering the holistic purpose of a framework, I would personally define CSR as “recognising our responsibilities and acting fairly with everyone we come into contact with”.

By describing itself as a civic university and putting values into practice in a range of areas, the University of Sunderland can be seen to be entering the arena of acting as a good corporate citizen with a socially responsible ethos. But as Zadek (2001) reminds us, “the reputation of an organisation is not achieved by one action, but by a series of activities over a longer period”. I will begin to explore these activities in Chapter 4.

Chapter 4 – Beginning the Journey

4.1 Introduction

Establishing a credible CSR identity is not something that can happen overnight. Birch (2001) contends that to achieve good corporate citizenship, good practices need to be intrinsic in the external and internal workings of an organisation. This chapter will set out the work I was engaged in at the University of Sunderland prior to becoming formally involved in a process that would lead to CSR.

In this chapter I will set out the programme of action research which I have undertaken in a variety of areas, underpinned by common principles of respect and equity. Hilton and Gibbons (2002) believe that “consistency is the key to success in corporate social responsibility”. I will outline initiatives I have been involved in that have formed relationships between the University and its staff, students and wider community; contributions that were to set the scene for the introduction of corporate social responsibility.

4.2. Equal Pay

In 1999 I left Manchester to return home to the North East, working at Sunderland City Council in their HR department. In February 2002 I commenced my employment at the University of Sunderland as a Pay and Reward Adviser. In this role I began a process of transparency and fair practice in equal pay that I was able to build on and widen when I became Equality and Diversity Manager in 2004.

Equal Pay is now firmly part of the social and political agenda. A series of governmental initiatives are being undertaken in order to address the gender gap in pay in the UK workforce. It is a contentious issue, with the incoming 2010 British Government deleting a planned requirement in the Single Equality Act 2010 for organisations to publicly declare gender pay gaps, with a spokesperson saying in July 2010 “we are thinking about our next steps on equal pay and will make an announcement in due course” (Personnel Today, 2010). An equal pay audit involves comparing the pay of

women with the pay of men across an institution. A pay gap represents the difference in average pay of a woman with that of a man and can be calculated within a role or right across the organisation.

When I came into the University's employment I was conscious of government guidance that all large employers should conduct equal pay audits to check the fairness of their pay systems. I felt that it would be beneficial to set out equal pay principles that the University would adhere to and to be open about our work in this area.

We agreed our Equal Pay Policy with trade union colleagues and in 2003 I conducted our first equal pay audit. This was a ground-breaking area, as I had no comparator institution to check progress with. When I was confident that the results were robust, the next challenge in an era of increasing litigation was to persuade the University to publish the outcomes. This support was given and the results, the context and wider work are all openly available the University web site (2011).

London (1998) describes one type of change agent as an "early adopter", who goes beyond customary implementation and then makes the innovation the norm in their organisation. I have now written eight equal pay audits, including areas such as disability, race and part-time working in addition to gender (see Portfolio 4.2.1). Although some organisations are now carrying out audits, I am not aware of any that publish results. Dunphy, Griffiths and Benn (2003) cite transparency as an indicator of accountability and good corporate behaviour, with this work putting the University in the spotlight as a fair employer due to our transparent approach.

Our increased consistency and supportive employment practices have contributed to ongoing progress identified by the audits over the years, as shown in Figure 4.1.

Sunderland University Gender Pay Gap	2003	2004	2005	2006	2007	2008	2009	2010
Full-time Employees	20.9%	18.8%	14.5%	16.4%	13.9%	16.2%	15.0%	14.2%

Figure 4.1: University of Sunderland full-time gender pay gaps 2003-10.

The University is a member of Opportunity Now, “an organisation for employers who are committed to creating an inclusive workplace for women” (2011). It is part of Business in the Community and recognises excellent practice in organisations working to create equal, diverse and inclusive workplaces.

In 2006 the University was shortlisted for their national awards due to our *Approach on Equal Pay* (see Portfolio 4.2.2). I made a presentation on behalf of the University to the judging panel and contributed to a case study written in conjunction with Opportunity Now staff. The University’s national reputation on fairness and innovation in pay was strengthened with this national exposure (see Figure 4.2).



Figure 4.2: With the Chair of Equality and Diversity, Cherie Blair QC, Patron of Opportunity Now, and the Director of Human Resources at the Opportunity Now UK Awards 2006.

In 2007 The Government’s Women and Work Commission published a best practice guidance report entitled *Towards a Fairer Future*. Because of our profile on gender, the University of Sunderland was included by the Women and Work Commission as one of 100 UK Exemplar Employers. A case study in the report described that our “pay audits showed consistent progress in reducing the gender pay gap” (see Portfolio 4.2.3).

Recognition as a national exemplar employer put the University in good company, and the Vice-Chancellor in an email reply to me of 20th September expressed his

satisfaction, an endorsement that helped me to make further progress (see Portfolio 4.2.3). Indeed, he made his reaction public, when he said:

“The University of Sunderland has made significant progress in reducing our gender pay gap in recent years. We are delighted to be an exemplar company working on capturing women’s talents. We are a high quality University which offers life-changing opportunities for students and staff and we strongly support our local community. This initiative will help us to communicate our equality principles to a wider audience and continue to maximise the potential of our diverse workforce”.

One of many consequences of this increasing profile was the coverage of the University as a case study in Issue 165 of the Equal Opportunities Review, a publication which specialises in equality, diversity and discrimination law (see Portfolio 4.2.4). I liaised with the Review’s researcher on several occasions in 2007, with the subsequent feature being used for the cover of Issue 165 (see Figure 4.3). Two extracts stated:

“A programme of annual equal pay audits has resulted in Sunderland University having the smallest academic gender pay gap in the UK and being highlighted as an exemplar employer for its work in addressing gender, equal pay and opportunities for women..... Paul Andrew, equality and diversity manager at the university, comments that progressive universities now recognise the need to draw on talent and attract interest from all sections of the population and to create a culture that embraces equality, removes barriers and maximises potential”.

This article strengthened our UK reputation as an exemplar in equal pay, and was followed by similar coverage in the Incomes Data Services (IDS) Diversity at Work periodical the same year. In the interview for this publication, I extended the discussion from equal pay audits as an end in themselves, into their being a tool to help deliver a wider agenda of fairness and responsibility.

This approach is one I am committed to and one which helps the University to be seen as an institution that is working to be more responsible across its activities. The

University was featured as the lead article in Issue 40 of the publication released in October 2007 (see Figure 4.3), with the title of *Equal pay springboard for gender equality at University of Sunderland* (see Portfolio 4.2.4).



Figure 4.3: The University is featured in two Equality and Diversity publications in 2007 for Equal Pay

Taylor (1994) states that an organisation that becomes known for putting equality and diversity measures into practice projects a positive public image that itself acts as a driver for success. Unlike some other activities in this doctorate, these articles were not cases of the University promoting activities; they were situations where the periodicals saw us as the organisation to contact on equal pay. They were examples of our reputational impact leading to features which, in turn, enhanced our profile. This is illustrated by the subsequent invitation from IDS for me to speak at a national conference on the equal pay work at the University (see Portfolio 4.2.4).

As an example of this ongoing reputational impact, a search for *equal pay audit examples* on the web search engine Google in March 2011 produced a link to the

University of Sunderland equal pay audits as the first “hit”, courtesy of being cited as an exemplar by the Equality and Human Rights Commission (see Portfolio 4.2.2).

4.3 Widening the Gender Profile and Increasing the University’s Reputation

Building on our equal pay foundation, I became involved in a number of related activities associated with gender equality. The Chair of Equality and Diversity and I took a decision to become involved in the Athena SWAN Charter in 2005, the year of its launch. The Charter recognises excellence in Science, Engineering and Technology employment in Higher Education, an area that is traditionally underrepresented by women and where, as Cronin and Roger (1999) illustrate, the career progression of women compares unfavourably to men.

Sunderland was one of only two post-1992 universities to be an original recipient of the Bronze Award in 2005, an indication that we were serious about encouraging women to achieve in this area. By November 2009, when we successfully renewed Bronze Award status for a further three years, we were one of 28 universities to receive this award (see Portfolio 4.3.1).

Our involvement in SET forums led to our inclusion in a 2007 publication on *The Gender Equality Duty in SET...and how to implement it, A Good Practice Guide*, which was issued by the UK Resource Centre for Women in SET. The guide champions our proactive approach and states that “the University of Sunderland has received national recognition for its efforts” in order to encourage other institutions to learn from our experience (see Portfolio 4.3.1).

In 2006 the University was named as one of the top 50 employers in the country for equal opportunities by the Times newspaper. This resulted from inclusion in the *Where Women Want to Work* listing, produced from a rigorous evaluation of employment practices of organisations. The context in which I work is one of limited financial resources and I decided to enter the University for this listing as it was a free entry system for one year only in 2006. We became the only university to be included in the

Top 50, further enhancing our reputation and receiving support from staff, with colleagues volunteering to take part in the subsequent publicity materials (see Figure 4.4).



Figure 4.4: Staff taking part in media coverage of the University as a good employer for women

This run of achievements on gender led to a double-page spread in the *Sunderland Echo*, the best-read newspaper in the Sunderland area. The Echo ran an article entitled *Motherhood v Career.....and why this employer lets you enjoy both* in which I was able to set out our work to a wider readership in the city, with the reporter describing us as “one of the most progressive employers in Britain” (see Portfolio 4.3.2).

Such articles were read by people across the city, many of whom are our own students and staff. As Elkington and Knight (1991) assert when they advocate “think globally, act locally”, it is challenging but valuable to take opportunities to communicate across all stakeholders effectively.

In 2007 the University was again shortlisted at the national Opportunity Now Awards, this time for the broader theme of Embedding Gender Equality. The case study that appeared in the awards booklet outlined how the University’s initial work on equal pay has been used as a catalyst for embedding best equality and diversity practice throughout the organisation. On this occasion, the Award was won by the University of Sheffield, but Sunderland received a special commendation in view of the strength of our application (see Portfolio 4.3.3).

Arising from our national profile on gender, I began to receive invitations to speak at major conferences. In May 2007 I was a keynote speaker at a CIPD seminar *Are We Closing the Gender Pay Gap?* held in London. The other speakers were Baroness Margaret Prosser, the Chair of the Women's National Commission, and Jane Fielding, an expert in employment law. The CIPD agreed that I widen my remit from equal pay audits to "*Working towards gender equality at the University of Sunderland*", enabling my presentation to include wider initiatives and effectively describe the workplace culture we were encouraging at the University (Portfolio 4.3.4).

In October 2007 I was the guest speaker at a Northern Ireland Equal Pay Forum seminar. Even at this relatively early stage of the CSR journey, I wished to engage delegates with the bigger picture and was able to introduce CSR into the presentation in terms of the overall context of our work (see Portfolio 4.3.4).

4.4 Promoting Values in Reports and Publicity Materials

A crucial aspect of equality and diversity work is the capturing of hearts and minds. Pless and Maak (2001) contend that in order to achieve an inclusive culture you have to first raise awareness and build understanding. Equality and Diversity to me means much more than monitoring statistics or assessing progress; it means promoting fair principles, celebrating good practice and encouraging others to engage in this agenda.

When I took on the role of Equality and Diversity Manager, the area of work was relatively new and I inherited a procedural five-page annual report with limited internal distribution. In subsequent Equality and Diversity Annual Reports, beginning from the academic year 2003/04, I present around 30 pages of information which incorporate features, photographs and charts which are designed to make the report readable for a range of readers.

Holland and Gibbon (2001) describe how organisational reports provide accountability to stakeholders. Today's reports are shared internally and are circulated to external

partners, from the City Council to national bodies including the Higher Education Funding Council for England. They are also openly available on our website, increasing awareness of our approach, with some organisations adopting a similar style in their own reporting, for example the City of Sunderland College (see Portfolio 4.4.1).

The report enables Human Resources to be outward-looking, with information covering students as well as staff, and our work in the wider community as well as in the University. It outlines work across the separate diversity strands and then links these together in areas covering wider activities, dignity and respect, and external engagement. I include contributions from colleagues across the University, which gives me an understanding of wider activities and their impact. This holistic approach set the scene for introducing the concept of CSR.

The 2005/06 Annual Report outlined the relevance of CSR to the Equality and Diversity agenda, using the Executive Summary to holistically weave our activities into ethical themes. A page on CSR was included in 2007/08, and the reports from 2008/09 onwards include dedicated CSR sections (see Portfolio 4.4.1).

I sought to build on the momentum created by the early reports by spreading the message in summary leaflets that were distributed to all members of staff and circulated in buildings with student footfall. These were subsequently used as handout materials for staff induction and student open days (see Portfolio 4.4.2). The production of leaflets does however incur costs and by 2007 the University was changing its approach to a greater use of the website for news stories. This led to Equality and Diversity and CSR messages being disseminated via a series of news stories and features throughout each year that reach a wide audience. Several of these are included in various sections of the Portfolio.

Of course not all stakeholders wish to access reports or leaflets. In the field of Equality and Diversity, as with many other areas where engagement with stakeholders is essential, the visual medium can be very powerful. Boyer and Webb (1992) outline how corporate ethics and attitudes to diversity can be strengthened by simple well chosen

communications, with a few images and words reaching a greater number of people than a detailed document.

With support from the University Equality and Diversity Group, I embarked on producing a series of posters that feature in University buildings and literature. The first was a dignity and respect poster entitled “*Everyone’s different. Everyone’s the same*” (see Figure 4.5), which uses University logos with the same colour base and different colour tops to visually transmit the concepts of equality and diversity. The poster is sited in the entrance of every University building and gives a clear lead to staff, students and visitors concerning attitudes and behaviour. The wording, endorsed with the Vice-Chancellor’s signature, reads as follows:

“The University of Sunderland is a multicultural community that values and promotes equality and diversity. The University does not tolerate discriminatory practices of any kind. We work to continue to deliver a positive environment for the conduct of all our activities, where all members of our community treat one another with mutual respect and dignity”.

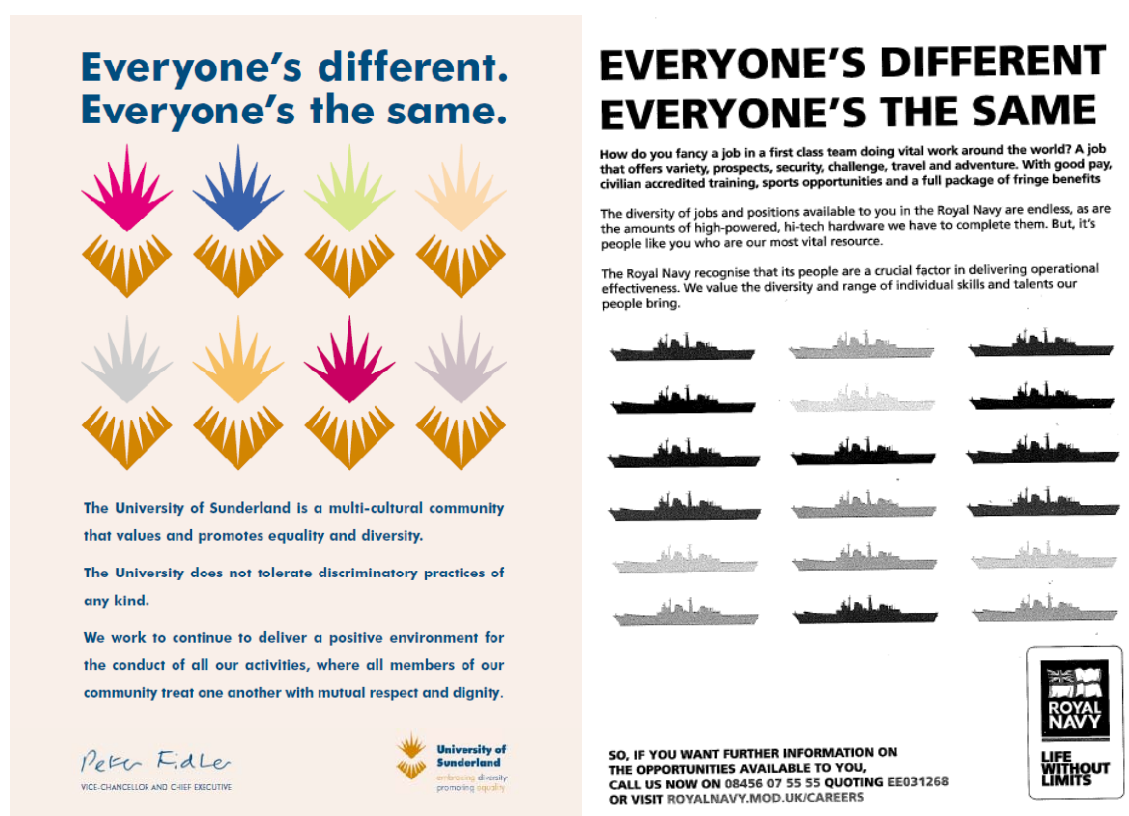


Figure 4.5: University of Sunderland and Royal Navy diversity posters

The poster is available online and was subsequently copied by the Royal Navy when they used the same heading and approach with a series of logos of coloured battleships. Several of the logos were coloured pink, as a conscious approach to positively attract more gay recruits to the navy (see Figure 4.5).

The second poster featured the strap line of *“16,000 Students, 1,600 Staff, One University Community”* (see Figure 4.6). It included photographs of current students and staff, to break down divisions between students and staff and to encourage the idea of a University community. I sought volunteers with a mix of profiles and secured the involvement of key individuals including the Vice Chancellor and Student Union President. Dean (2008) asserts that “a leader who embraces this type of thinking can become very successful in fostering strategic vision”. The participation of these colleagues was extremely helpful in achieving institutional buy-in of these ideas of respect and community.



Figure 4.6: Initial “faces” poster featuring key students and staff, succeeded by generic poster that continues to feature in University campuses and publications

A third poster mirrors the principles of the second, but is more generic. I simplified the wording to “*Students, Staff, One University Community*” and used images of people from our Marketing library rather than identifiable colleagues to establish a poster that does not date (see Figure 4.6).

Grayson and Hodges (2004) argue that a characteristic of a corporate social opportunity company is that “vision and values are intensely and continuously communicated throughout the organisation and beyond”. The University now has a range of images at its disposal which are used on display boards, across campuses, and in corporate documentation to outline its values.

4.5 Innovative Progress across the Diversity Strands

The broad nature of my role generated increasing contacts around the University, leading to my first engagements with a range of stakeholders, recommended by Jayne and Dipboye (2004) as good diversity practice that improves business performance. With the Disability Services Manager, we launched our first Disabled Students’ Questionnaire in 2004, which enabled students to advise us as to what we were doing well and how we could improve our support provisions. A media student I liaised with wrote an article in the *Sunderland Echo* to promote the fact that this consultation was taking place at the University (see Portfolio 4.5.1). The University has now undertaken and acted on three such questionnaires.

The Association of University Administrators is an organisation of administrative professionals in higher education. It became aware of our activities and, with consultation remaining an area that is challenging to deliver, I presented a session to their 2008 annual conference on the subject of *Meaningful consultation and involvement across diversity agendas* (see Portfolio 4.5.2).

Also in 2004 I began to tackle an area which has not been historically recognised positively in the North East of England, that of Lesbian, Gay and Bisexual (LGB) equality. The University had responded to UK employment regulations that heralded greater equality for LGB people in the workplace, yet there was little cultural impact within our

institution. I decided to promote LGB equality more actively, with the University becoming one of the first Higher Education Institutions to introduce a specific Policy on Sexual Orientation. Whilst underlining individual rights to privacy, the policy aims to provide a supportive environment for LGB staff and students.

In putting this into practice, LGB staff and student groups were set up, with the student group, which is now 200 members strong, being influential in getting Tuesday nights in Sunderland's bars and clubs to be recognised as lesbian and gay friendly. The University also benefitted from the contributions of employees who were conducting research on sexuality issues, who have continued to thrive at Sunderland rather than moving into academic activity elsewhere, supported by a positive environment for LGB colleagues (see Portfolio 4.5.3).

Stonewall (2011) is a charity that works for LGB equality in the workplace and champions good practice. Their annual benchmarking process, the Workplace Equality Index, rigorously measures practices, consultation and community engagement and results in the publication of their Top 100 UK employers. The University of Sunderland achieved inclusion in the Top 100 in 2007. In a press release I was quoted as saying:

"We are delighted to be included in the Stonewall Top 100 UK Organisations in order to emphasise that discrimination will not be tolerated and that all staff and students are valued in the University community. We are also working with local partners to send out a message that Sunderland is an inclusive city for all" (Portfolio 4.5.3).

This benchmarking achievement strengthened the University's reputation. As Elkington (1997) points out, "with elevated levels of transparency both desirable and expected, stakeholders use information to compare, benchmark and rank the performance of competing companies". In their issue of January 12th, 2007 the Times Higher Education Supplement published an article entitled *Sector is slow to embrace diversity* that covered the Stonewall Top 100 results. It included:

"Higher education is among the worst-performing sectors in Stonewall's latest Workplace Equality Index. Just one university made it into a list of Britain's top 100"

employers for gay staff.....The success story is Sunderland University, ranked 92nd, one of the first institutions to introduce a specific policy on sexual orientation” (Portfolio 4.5.3).

As a result of our profile, I was a guest speaker at a 2008 higher education diversity conference at Liverpool John Moores University, to set out our approach on sexuality (Portfolio 4.5.3). Although the University is today no longer in the Top 100 UK organisations, influenced by a significantly expanded membership of Stonewall, we continued to improve our score in Stonewall’s Workplace Equality Index in 2009. We are a Stonewall Diversity Champion, with our score of 119 points again being significantly higher than the Higher Education average, of 88 points (see Figure 4.7).

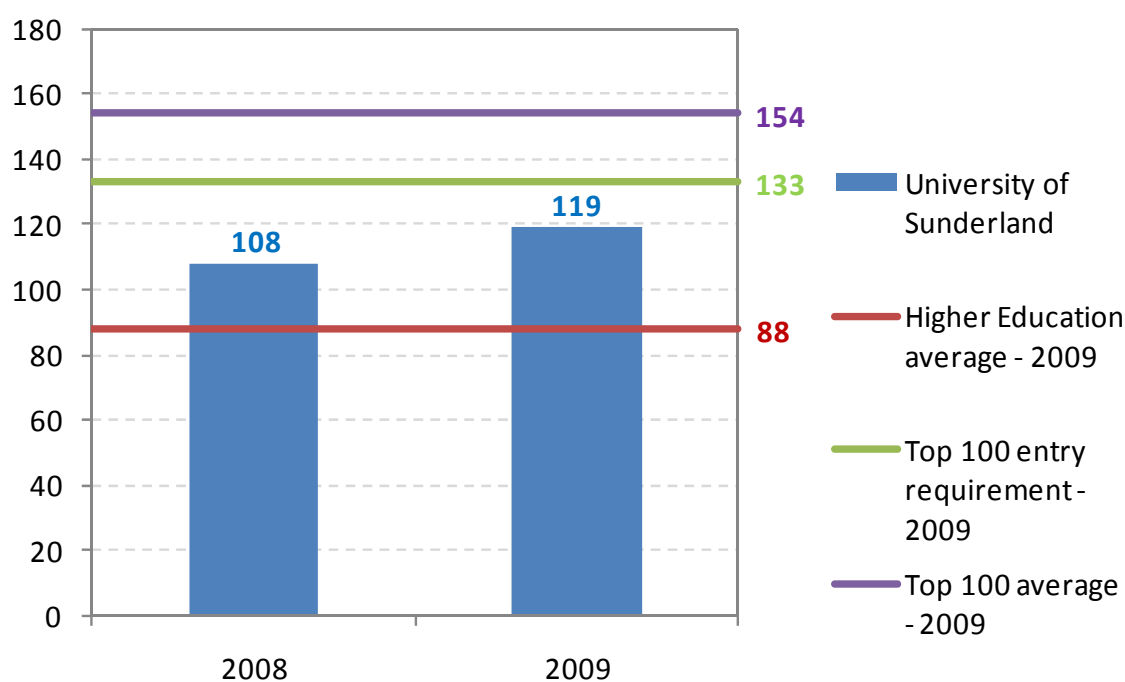


Figure 4.7: Stonewall Workplace Equality Index Ratings 2008 and 2009

If the University was to adopt a CSR profile it needed evidence of good practices in a number of areas in order to achieve credibility. As Grayson and Hodges (2004) point out, a responsible company must be seen to be inclusive of all its workers. Achievement in the area of sexuality is another strand of activity that helped prepare the ground for a holistic CSR approach.

4.6 Fairtrade

Fairtrade is an increasing practice in a range of products that are produced and sold across the world. Moore (2004) describes it as a partnership that contributes to sustainable development by offering better trading conditions to marginalised producers and workers. If such purchases are made at institutional level, the effect can be significant due to volumes purchased, and the use of these products at work can also influence individual consumption at home.

The University gradually began to stock Fairtrade products on an ad hoc basis from 2003, led by the Catering Manager. I was regarded as someone with a personal interest in wider ethical activities and was invited to join the University's Fairtrade group. We recommended that we should move to 100% Fairtrade status for tea and coffee, rather than tinkering at the edges of our provision. With the principles of being fair in trade complementing other fair principles of the University, the recommendation was endorsed at senior levels and in 2006 the University attained Fairtrade status, one of the first higher education institutions to achieve this.

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree	No Opinion	No Response
The University promotes Fairtrade products	45%	38%	2%	0%	13%	2%

Figure 4.8: University of Sunderland Student Survey 2007/08

Campbell and Kitson (2008) argue that “the purchasing function has been the unseen and forgotten function of business but buyers can, by their actions, affect a company's profitability and reputation. Maintaining a strict ethical stance can be important in projecting the right image of the company”. Our Fairtrade approach has a strong recognition with students (see Figure 4.8), echoing the Co-operative's experience with customers outlined in Chapter 3.4. Our new status was championed as a good news story by internal and external media, which reflected positively on the University as a whole (see Portfolio 4.6.1).

One notable consequence of becoming Fairtrade was the impact on our business partners. In 2007 Greggs Bakeries opened a campus concession, with one of our stipulations being the requirement to serve only Fairtrade tea and coffee. As a result, this became the first Fairtrade Greggs outlet in the UK. The fact that a bakery best known for selling pasties was providing Fairtrade goods was well received by customers and was good timing for the company, which is itself exploring CSR as a member of Business in the Community. By 2009 all their outlets in the UK, from Bishop Auckland to Brighton, had become Fairtrade, an example of how the University is influencing partner organisations with our ethical practices.

A second consequence was in our relationship with our city, with the University a key player in the Sunderland Partnership's move to achieving Fairtrade status for the city in 2008. The Partnership is drawn from major employers in the city and by this time I was the University representative on their TV initiative, a network of screens in locations across Sunderland which informs residents of developments in their city. The filming of a video on the work towards Fairtrade was the first of several I took the lead on. It raised awareness of the issue with the public and gave momentum to Sunderland being recognised as a Fairtrade city (see Portfolio 4.6.1). For a city with a traditional reputation, the adoption of a Fairtrade branding is broadening horizons and improving the city's image, as well as impacting favourably on producers. As the video was filmed at a University coffee bar, it portrays the University as an accessible and fair institution that is an integral aspect of our civic environment.

4.7 A Civic University and an Inclusive City

The objectives of the Sunderland Partnership include the creation of a more inclusive city, something that affects our students and staff and to which we can make a contribution. Habisch (2001) argues that networks of co-operation between business and society are "social capital" that can encourage cultural respect. Similarly, Balloch and Taylor (2001) believe that effective local strategic partnerships increase social capital and social inclusion.

I am involved in a number of Partnership activities, with my introduction in 2004 to their Community Cohesion group coming in a month when two of our students were subjected to serious personal attacks. My first major contribution was as an organiser of the Anne Frank Exhibition, which attracted 7,000 visitors in three weeks, most of who were teenage schoolchildren who we targeted in seeking to encourage more respect across local communities. Staff and students were among the volunteers I secured to work at the exhibition, which challenged discrimination in our society (see Portfolio 4.7.1).

I also hosted at the University a showing of the film *The Pianist* to members of the public. This film depicts experiences of the Jewish community in Warsaw during the Second World War. The theme of these related anti-discriminatory strands of work, at a time of temporarily increased local tension due to a British National Party presence at local elections, was picked up by the Sunderland Echo, in their editorial of 28th May 2004:

"We firmly believe that having far-right extremists on our City Council will damage our image within the UK, Europe and further afield. Having such a reputation may also deter potential investors, as well as put off our international students who add so much diversity to our University and City....a vote for the BNP is a vote against Sunderland's future."

In 2005 I supported the International Students into Schools project which was led by an academic colleague with whom I co-wrote a paper *"Embedding Equality and Diversity at the University of Sunderland"*, included in the International Journal of Diversity in Organisations, Communities and Nations (see Portfolio 4.7.2). I presented our work at the 5th World Diversity Conference in Beijing in 2005, bringing the University's civic engagement to an international audience. The paper was an early example of placing the University as an institution that has egalitarian values and puts them into practice with internal and external stakeholders.

As Smith, Andrew and Devlin (2005) describe, the schools project involved international students undertaking voluntary work with local primary schoolchildren, with cultural

benefits for both students and pupils emerging from the relationship. As one of the outcomes of the project, dozens of posters were produced by the schoolchildren themselves, with strong multicultural messages (see Portfolio 4.7.2).

Through my knowledge of Sunderland Partnership structures, I won some Neighbourhood Renewal Funding which enabled copies of the posters to be circulated across the city's schools and on a series of advertising billboards across the city (see Figure 4.9). The schoolchildren's contributions brought a sense of ownership to the community for the posters, such as one produced by a seven-year old child from Pallion School, Sunderland, which read:

"Make everyone welcome in Sunderland. We all should be friends."



Figure 4.9: Billboards of posters produced by schoolchildren and students, Sunderland 2005

From 2007 onwards I became an organiser of the Chinese New Year celebrations for the Sunderland Partnership. I was able to act as a conduit in attracting Partnership funding and participation to help make the Chinese New Year a truly civic event. Celebrations have grown from being a one-off student party to an integrated fortnight of activities, recognised as a city-wide celebration, rather than a purely University activity (see Portfolio 4.7.3).

In 2008, as a forerunner to the Chinese New Year, and to help brand the city as healthy, international and multicultural, I had the idea of holding a mass open air Tai Chi event

on the roof of the National Glass Centre. Participants included primary schoolchildren, the Age Concern Keep Fit Club, and University students and staff (see Figure 4.10). Co-operation from partners meant that little financial outlay was required, and the event was covered extensively by the region's media. I was interviewed live on BBC Radio Newcastle and on ITV's Tyne Tees Television for a feature included in their evening news. Articles also appeared in the Sunderland Echo, Newcastle Journal, The Northern Echo and Evening Chronicle (see Portfolio 4.7.3). A film of the event continues to be part of the Partnership TV network, working to counter traditional images of the city and to encourage a stronger community.



Figure 4.10: Tai Chi demonstration portraying the city as inclusive, international and healthy.

In my work with partners across the city, the University fits the Andriof and McIntosh (2001) definition as a corporate citizen, acting not with philanthropy but in partnership to strengthen the community and their relationship with it.

Young Asian Voices (YAV) is a community charity that has roots in the Bangladeshi Community in Sunderland. It encourages young members of the local community to break away from stereotypical paths into adulthood and to fulfil their potential by engaging in wider career and social opportunities. Following a request from YAV to become involved with them, I have worked on the YAV Management Committee on a voluntary basis since 2006 and was elected Secretary in 2009 (see Portfolio 4.7.4).

I have been able to connect YAV to civic and financial opportunities and to raise awareness of their work in the city. Examples of this engagement are three Sunderland partnership videos that are shown across the city, *“Community Sport”*, *“Different Colours, One Team”*, and *“Proud of Our Communities”*, featuring YAV members as an asset to the city (see Figure 4.11).



Figure 4.11: YAV members at a video at the University sports centre, using a Fairtrade football.

University links have led to higher aspirations amongst YAV members, encouraged by their manager who is himself a graduate. Several members have now progressed to higher education, mostly at the University, illustrating the strides the organisation has made in expanding the horizons of the community. This has also been a positive experience for the University, is in line with our civic aspirations, and is bringing benefits in terms of student intake and community engagement.

4.8. Supporting Refugees

Despite a declining population in which a third of residents are over 50 years of age, a city such as Sunderland that is not perceived as diverse has struggled to engage with and support incoming people who can make a social and economic contribution to the city.

Funded by the Council for Assisting Refugee Academics under their UK Pathfinder scheme and with support from the city's neighbourhood renewal fund, the University in 2007 established a post of Refugee Support Officer. In line with our civic ethos, the role provided a co-ordinated support service for refugee scholars within the University and the city. I had identified the funding with the Chair of Equality and Diversity and we volunteered to host the post within Human Resources.

During her period of employment, the Refugee Support Officer set up systems which facilitated the recruitment of academically-qualified students and effectively signposted other refugees to appropriate assistance with other agencies. She also directly supported over 100 refugees in winning educational or employment opportunities.

The impact of this project was recognised by Race for Opportunity, the Business in the Community Organisation that celebrates good practice on Race issues. The University was shortlisted under the *Best Newcomer* category in their 2007 UK Awards, with the brochure describing our approach as:

"an example of raising cultural awareness within communities to promote inclusion and to widen participation in learning, thereby supporting the organisation's strategic aims and providing an environment of mutual respect evidenced through the improvement of staff satisfaction with the organisation as employer" (see Portfolio 4.8.1).

Much of the University's civic engagement is with other major employers in the city. The Refugee support project helped the University to better engage directly with community organisations and it placed the University in the heart of its city, with outreach work taking place in local churches and community centres.

Mulroy (2004) asserts that a characteristic of a civically engaged university is involvement in the strengthening of their community at different levels. This support project was featured in *Eastwise*, a free community newspaper that is posted to every household in south Sunderland. I liaised with the editors on an article that highlighted

the economic and cultural benefits the project was bringing to our city (see Portfolio 4.8.1).

4.9 Best Practice in Respect and Well-being

I have always taken the view that good equality and diversity practices are underpinned by principles of mutual respect. Campbell and Kitson (2008) believe that “HR professionals must never overlook the personal interests and dignity of employees”. These principles are not only the responsibility of the organisation; to work properly they are the responsibility of us all, one individual to another, whether we be student, staff or member of the public.

My personal interest in the impact of individual behaviour led me to develop a professional interest in areas such as harassment, bullying, dignity at work and mediation. Trained as a certified mediator in 2005, I became in 2006 the co-ordinator of the University’s mediation service, one of the first in-house services in the UK.

The Equality Challenge Unit promotes equality and diversity in Higher Education and advises universities in best practice. Arising from my profile on dignity and respect issues, I joined a national six-person Dignity at Work Advisory Group in 2006 which identified trends and circulated guidance for the Higher Education sector. The Mediation Service at the University of Sunderland was used as a case study in the document and my contribution to the work of the project was specifically acknowledged in the publication (see Portfolio 4.9.1).

People Management is a CIPD publication, circulated to members and HR departments. In an article to discuss dispute resolution at work, *People Management* contacted me as they wished to feature the University as their case study of good mediation practices in the workplace. The two-page feature article *After the Resolution* on 19th April 2007 included a boxed feature on the University, featuring an interview with me referring to our experiences (see Portfolio 4.9.1).

Fenwick and Bierama (2008) contend that HR departments can more fully engage with the CSR agenda as it concerns the culture of an organisation as well as the identity. These inclusions in best practice documents again portrayed the University of Sunderland nationally as a responsible and progressive organisation, in a different area to the themes that were already bringing us wider attention.

4.10 Holistic Reputational Impact

I believe in organisations entering awards processes for a specific reason rather than as a matter of course but, as Elkington and Knight (1991) point out, “a lot of good work done by companies is not noticed because the right people and organisations are not told about it. The media are not the only interested parties, your customers, employees and potential employees should also be made aware. The value of simply telling the right people about the good things companies do is often forgotten”.

In 2007 the University was shortlisted in for the national *Diversity in the Workplace* category in the *Personnel Today* Awards. Along with *People Management*, *Personnel Today* is one of the two most widely distributed magazines for HR professionals in the UK. To reach the shortlisting process was a major achievement that enhanced the University’s profile of good practice in diversity. Although we were not the award winner, the University was cited several times in *Personnel Today*, including being used a case study in which the wider HR department also featured (see Portfolio 4.10.1).

In 2008, following consultation with senior management colleagues, I submitted an application for *Equality and Diversity in the Workplace* in the North East CIPD Awards which showcase regional best practice. Part of the submission included reference to the intention to publish a CSR statement, to publicly demonstrate how we are working to make a difference to our staff, students, environment and community.



Figure 4.12: With the HR Director and Equality and Diversity Chair after receiving the Award

We were announced at the Awards Evening as being the winner of our category, and I received the award on behalf of the University from the sponsors, the University of Northumbria (Figure 4.12). The details of the events were circulated regionally in the Newcastle Evening Chronicle and featured over the year in North East CIPD publications, further promoting our reputation amongst regional employers as a best practice institution (see Portfolio 4.10.1).

4.11 Reflection

Many of the activities in this chapter have given reputational credit to the University; of these the work on equal pay has brought more coverage than any other. Rubenstein (1984) asserts that “employers can make an impact by working to encourage a culture where people feel that they achieve and that they do not face barriers in their career aspirations”. Although initially apprehensive, such sentiments influenced me in publishing equal pay work to advance wider good practice.

The experience gave me confidence that I was able to use in moving towards CSR. In both instances, there were no directly comparable published examples to learn from and I sought support for these projects in the belief that a transparent approach would give my work momentum and strengthen our reputation. As Tapscott and Ticoll (2003) assert, “greater transparency is an unstoppable force. Rather than engage in resistance,

firms should actively embrace transparency, rethink their values and generally get in better shape”.

Authoring and presenting an academic paper was important to my personal development. It opened a door which encouraged me to engage further in academic pursuits and it gave me confidence in presenting work at conferences. To be speaking at national seminars on the same platform as Baroness Margaret Prosser was a realisation that my work was regarded as valuable to others on a national stage. I learned from these engagements that I could begin to steer the debate into holistic areas such as CSR and that this resonated with audiences.

The University's reputation during these years gained momentum from a number of sources, with each individual component contributing towards a bigger picture where we were becoming known for consistent good practice. Our reputation that had begun in the area of gender was now including all aspects of diversity. For Sunderland to be the top university for good practice in sexual orientation really turned heads and helped to change perceptions of the city. Race for Opportunity took this recognition a stage further by identifying the University as being a responsible community partner.

Sunderland is a proud traditional city which can be very friendly but can also be parochial and unwelcoming to outsiders. Involving the wider community in multicultural activities captured the imagination of local people and helped students to feel more part of their university city.

My involvement illustrated that I could make a contribution by widening the scope and attracting greater participation. An important aspect of this project is that the combination of personal interest and professional practice in line with the University's values has meant that both I and the institution have achieved more than we could have done otherwise. For example, the better embedding of Young Asian Voices in the city, where they are increasingly regarded as an asset, has not only brought personal satisfaction but has also connected the University to an important group of young people in its immediate community.

London (1998) believes that managers at all levels can bring about change, providing that they understand how their behaviour contributes to their organisation's objectives. They need insight into themselves and their organisation to initiate change and make the process successful. I would cite as an example my first email on Fairtrade in February 2006 to a colleague who is suggesting setting up a group:

"It would be great if the University took a lead or was seen as an exemplar on this. We could ultimately have a situation where we are a Fairtrade university in a Fairtrade city, (getting carried away, but why not?). It also fits right in with our ethics / values that we are trying to embed" (see Portfolio 4.6.1).

This appears somewhat naïve, yet within two years this vision was achieved by working in partnership with colleagues in the University and city who shared the same outlook. The Fairtrade experience was enlightening, one which was not a core responsibility but for which I had institutional support to make an impact.

Fairtrade is now an integral part of the University campus experience. Due to its positive effect on the culture of our University community, Fairtrade in many ways helped to open the door for me to become involved in other wider cultural, international and broader activities, easing the way towards CSR.

Carroll (1991) describes a moral organisation as one that sees a vibrant community as a goal to be pursued and that works with others to help achieve this. The University was now acting as a responsible civic institution, in touch with and helping to shape its community. This was complemented by recognition in regional and national awards processes of the holistic strength of our equality and diversity work and by a national profile in dignity and respect, an essential foundation for an inclusive environment in which all stakeholders can flourish.

The broader learning points for the development and delivery of fair corporate institutional practice that I took from the range of activities in this chapter were:

- ***The need for an identified corporate approach*** - a holistic profile of the institution was emerging from a range of linked activities with stakeholders. I was coming into regular contact with colleagues in the University and the Partnership who gave me an appreciation of our wider initiatives across the institution and their impact on the community. I also knew that when linking ethical themes together in publications that the idea of a CSR identity had favourably captured the imagination of colleagues.

- ***Individual employees can make a corporate and civic impact*** – contributions arising from the vision of one or more staff were now regarded as intrinsic activities; within the University in the case of equal pay audits; and across the city with the embedding and celebrating of Fairtrade.

- ***Transparency encourages greater engagement*** – with initiatives such as embedding good practice on gender with staff and working in local schools with students, an open approach by the institution was rewarded by the achieving of two-way relationships, with active participation by staff and students in organisational consultation and promotion.

- ***Working in partnership strengthens community activities*** - activities such as the Chinese New Year demonstrated that significant results can be achieved by persuading a number of partners to support an idea; and they have placed the University as a civic institution that engages with the local community and encourages a sense of social responsibility.

By this stage I felt that I was working across a number of levels in which I was a part of workplace activities and culture. With the range of building blocks in place in terms of the areas of operation and the variety of stakeholders reached, the time was right to begin linking these together in a CSR approach that could capture these activities and effectively promote our values.

Chapter 5 - Launching and Embedding Corporate Social Responsibility

5.1 Introduction

This chapter discusses a series of activities which draw on, and build upon, those presented in Chapter 4. It will set out my contribution to developing a CSR statement and embedding CSR principles into the University's culture, communications and operations. In methodological terms, the work presented in this chapter is a demonstration of reflecting-in-action (Schon, 1983).

Carroll (1991) reminds us of the importance of an organisation continuing to do what is right, just and fair if it is to have CSR credibility. In this chapter I will initially present ongoing activities that were running concurrently with work to deliver a CSR statement. I will outline how these activities further strengthened the University's reputation and complemented the progress towards CSR. I will then set out the specific actions that delivered a CSR profile and culture.

Porter and Kramer (2006) argue that CSR should be rooted in an inter-relationship between an organisation and society, while at the same time be anchored in the strategies and activities of a company. I will also discuss how CSR became part of the University's identity, by being embedded into strategy, embraced at corporate level, benchmarked nationally and practised with local and international community partners as our values were acted upon across our operations.

In addition, the chapter will reflect upon this stage of the project and develop further principles which contribute to a framework for CSR.

5.2 Enhancing the University's reputation via professional engagements with national organisations

Specific work on CSR cannot be undertaken in isolation; otherwise any claims to act as a responsible organisation will have a hollow ring. As Hilton and Gibbons (2002) point out, talking about an ideal in one setting, and parading the opposite in another, is

spectacularly unhelpful. I have therefore been conscious of the need to continue the practices that complement a CSR approach and of working with colleagues who are doing the same.

As I began to contemplate how best to move towards a CSR identity, the University's profile in the sector brought additional engagements, as set out below, that further enhanced our reputation and helped to maintain momentum in our work.

We were becoming an organisation that was more likely to be approached and also to volunteer for good practice initiatives, and in 2009 we became one of seven institutions who participated in a national project funded by the Higher Education Academy and the Equality Challenge Unit on disabled student engagement. The Disability Services Manager and I presented the scope of our work at the University of Sunderland Collaborative Conference 2009 (see Portfolio 5.2.1). This conference is attended by members of the academic community across the region and shares developments in academic and support practice in education.

In the wider employment sector, Conflict Management Plus is one of the most successful mediation organisations in the UK. As the University's Mediation Co-ordinator, I was invited to speak at an annual conference on the subject of *"Using mediation as a core part of good equality and diversity practice"* (see Portfolio 5.2.2). Van Gramberg and Teicher (2006) describe mediation as contributing to an ethical HR framework and I was able to explore mediation in this context of reinforcing principles of respect within organisational culture, using the University as a case study.

UK Future TV is an online resource that provides careers information to people contemplating future occupational directions. Professionals talk about what inspired them to go into their field of employment and their experiences. I was approached to give an interview and in Andrew (2010) I include CSR as a growing area for professionals who work in organisations with clear values and commitments (see Portfolio 5.2.3).

The Joint Negotiating Committee for Higher Education Staff (JNCHEs) negotiates pay and conditions for the Higher Education sector. JNCHEs set up an Equality Working Group as an outcome of the 2009/10 wage negotiations. In view of the University's

existing profile on equal pay and wider equality work, I was one of two invited representatives to join the national equality group. My contribution as a member of the group in 2010 included making a presentation on our approach to equality issues to help inform the joint guidance (see Portfolio 5.2.4).

5.3 Continued Equal Pay progress

Glassman and McAfee (2005) believe that a moral approach towards pay in universities has a positive impact on corporate culture, employee motivation and external reputation. In terms of the University's wider profile, the area of equal pay continued to highlight the University as a fair and progressive employer.

The Educational Competencies Consortium (ECC) manages the Higher Education Role Analysis tool that was used widely to deliver job evaluation in the university sector in 2006. With this achieved, the ECC is now highlighting the wider linkages between job evaluation, equal pay audits and fair employment practices. With this reflecting our own approach, I was interviewed for their quarterly magazine *Solutions* in July 2008 (see Portfolio 5.3.1).

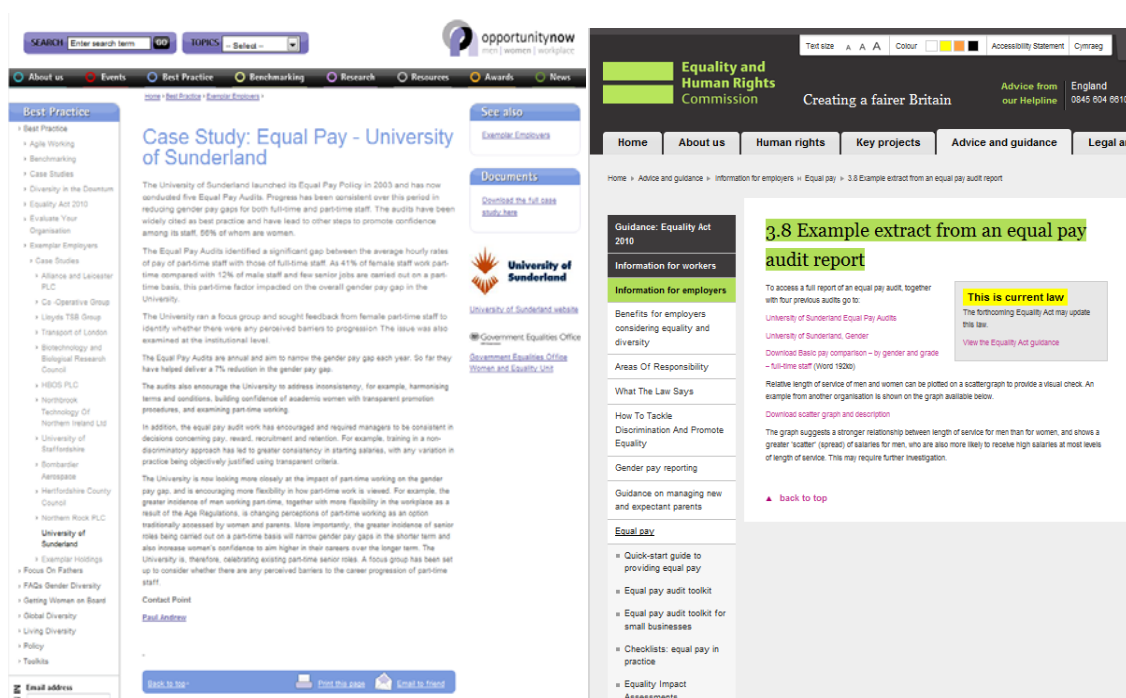


Figure 5.1: Opportunity Now and Equality and Human Rights Commission website case studies, with links to the University of Sunderland website and my contact details

By 2008 the University was benchmarked as a Gold status employer with Opportunity Now, with us featuring as an ongoing case study on their web pages for our approach to equal pay (see Figure 5.1). I was a keynote speaker in Leeds in July at their conference *Equal pay in a day: getting it right* (see Portfolio 5.3.2).

In April 2010 I was a guest speaker at an Opportunity Now Webinar. The e-conference examined trends around gender and diversity in higher education. I presented the University as an organisation that is open about our practices and aims to work in a co-ordinated manner to operate fair employment practices across the institution (see Portfolio 5.3.2).

The Fawcett Society (2011) describes itself as “the UK’s leading campaign for equality between women and men”. I was contacted by them in 2009 when they indicated their intention to include the University in a forthcoming publication, and I forwarded extracts from equal pay audits and from focus group work I had undertaken with part-time female employees.

Their publication *Closing the Gap: Does transparency hold the key to unlocking pay inequality?* Lewis and Smee (2009), was released in 2010. The University was one of two present-day featured employers commended for our approach on gender pay gap issues:

“One of the first universities to undertake an equal pay audit, the University of Sunderland embraced the opportunity for increased transparency and now publishes annual reports online....Here we see that increased transparency combined with an approach to address pay inequalities can result in a reduced gender pay gap”.

To feature in a Fawcett Society publication on landmark equal pay developments on the same page as references to the ground-breaking Dagenham Women Workers at Ford in 1968 again demonstrated the reputational impact the work has had (see Portfolio 5.3.1).

In 2010 equal pay was very topical in the UK, with the requirement to declare gender pay gaps being included in the draft Equality Bill and political parties taking different stances on this prior to the forthcoming election. The CIPD magazine *People Management* (2010) addressed this in an article entitled *First among equals*, warning

that “HR teams that are unwilling to roll up their sleeves and tackle the gender pay gap will find themselves on the ropes”.

The CIPD approached me regarding the article and our subsequent interview led to a boxed feature entitled *Sunderland takes the lead*. The piece concludes with me saying “Audits and reporting are not an end in themselves; they are tools that should be part of the wider picture of gender, race and disability equality” (see Portfolio 5.3.1).

The Equalities and Human Rights Commission cite the University several times in a 2010 publication entitled *Proposals for Measuring and Publishing Information on the Gender Pay Gap* (see Portfolio 5.3.1). The Commission describe our approach of publishing annual equal pay audits as one that has “benefitted the image of the institution as an employer”. They also include direct links to our equal pay work on their own website in order to signpost organisations to examples of audits that have been undertaken (see Figure 5.1).

5.4 Strengthening our Civic Commitment

One of HEFCE’s strategic challenges for universities 2005-10 is to act as a good citizen in the community (see Figure 3.6, Chapter 3). Throughout my work at the University I have formed links with partner and voluntary organisations, complementing the University’s own civic vision.

Age Concern, now rebranded Age UK, has 60 years of history in Sunderland and represents an important section of the community. In 2009 I became a member of their Diamond Jubilee Group set up to celebrate 60 years of service. I wished to link Age Concern and the University together constructively and hosted a seminar at the University on lifelong learning, entitled “You Can Teach an Old Dog New Tricks”. This involved a panel, including our Deputy Vice-Chancellor, discussing the value of educational learning at all stages of our lives. The event was attended by over 100 people, including Age Concern members, University staff and students, and wider members of the community (see Portfolio 5.4.1).

In the Sunderland Local Strategic Partnership I represent the University on the International Strategy Steering Group, which is chaired by the Vice-Chancellor. I have long held an interest in the decline and ageing of the population of the city of Sunderland and was asked to chair a sub-group on Migration, producing a report for the wider consideration.

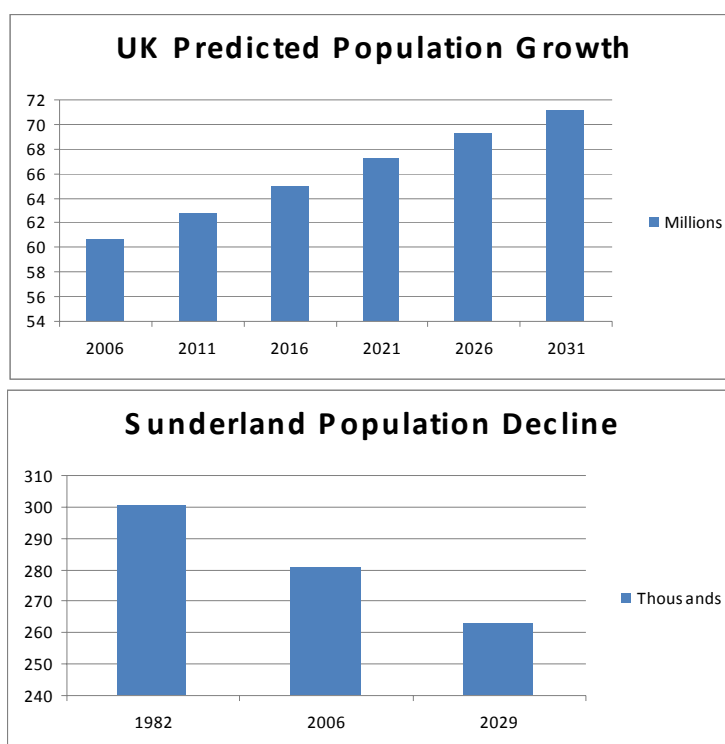


Figure 5.2: Charts from International Strategy Migration Report showing population trends
(Source: Office of National Statistics, 2011)

I highlighted Office of National Statistics (2011) data demonstrating that Sunderland's population trends are in contrast with those of the rest of the UK (see Figure 5.2). Lacking a cosmopolitan image, if the city was to achieve its aim of being increasingly international and inclusive, it needed to actively reach out to people to live, study and work here, and to embrace the University student population who are bringing this dimension to the city (see Portfolio 5.4.2).

The report was endorsed by the Group and complemented emerging work across the Partnership on the city's economy and demography. These themes featured in the Sunderland Partnership Strategy 2008-2025 report – Sunderland ...for a better future (2011), alongside references to Sunderland being Fairtrade, another area where the University has contributed to the city's profile.

Goyder (1998) refers to progressive companies working together to achieve better outcomes for their stakeholders. I felt that to realise our aim of being a civic university we needed activities on several fronts and was conscious of how an open approach can contribute to civic creativity. In 2010 I was involved in encouraging supportive attitudes in our University and city with two events on sexuality in which I worked with partners to put a message across in different ways to different audiences.

I hosted a best practice event that was designed to encourage more confidence amongst employers in the city. The event was attended by delegates from regional employers and I was one of three keynote speakers, alongside colleagues from the LGB charity Stonewall and the housing company Gentoo, who shared our experiences (see Portfolio 5.4.3).

For city-wide impact, I suggested the Partnership make a statement on the International Day Against Homophobia (IDAHO) by flying the Rainbow Flag, which stands for LGB equality, across buildings in the city. On the day, the Council, the University, the NHS Trust and Gentoo all raised flags and gathered publicity in their own organisations and in the Sunderland Echo (see Figure 5.3).



Figure 5.3: Staff, Students and City Partner colleagues flying the Rainbow Flag on IDAHO Day

As part of the media coverage, I gave the following quote to local radio stations Sun FM and Spark FM, part of which was also used in the Sunderland Echo (see Portfolio 5.4.3).

“We know that people work better when they feel more confident in their surroundings and where they can be themselves. At the University we are working for an environment which is based on respect and allows all of us to achieve our potential. One of the aims of the Sunderland Partnership is for our city to be an attractive and inclusive one in which to live and work. With this citywide initiative today, we are also saying that Sunderland as a city does not tolerate discrimination against any members of our population and celebrates mutual understanding in all our communities”.

Zadek (2001) believes that a civil society embodies values and organises towards a common purpose. He argues that civic participation is not driven by a search for mutual advantage but by a desire to contribute responsibly to the community. By initiating city-wide activities and delivering them in partnership with key stakeholders, I was helping the University to act as a corporate citizen or, as Zadek describes it, a good civil corporation.

5.5 Developing a CSR Statement

The production of a University of Sunderland CSR Statement was the culmination and embodiment of many of the continuing activities collected in this report, combined with the collecting of related work across the University. As with other aspects of this work, the CSR Statement itself was a work in progress before it reached fruition. This particular journey began towards the end of 2006 and reached its first destination with the publication of the statement in January 2009.

A key ally, whose role in the University’s Executive brought institutional support, was the University Secretary, responsible for corporate governance. A fellow member of city Partnership groups, we shared a vision for putting the University on the map by stating our values, collecting our activities, and outlining how we are making a difference.

As he states in a personal statement (see Portfolio 5.5.1) *“The opportunity to develop a CSR statement for the University at a time when no other UK university had developed one was an attractive proposition, with the potential to make a significant contribution to the University’s external profile. For, as quickly became apparent, the multiplicity of university interactions and interfaces with its wider community – locally, regionally, nationally and internationally – were already in place. The CSR statement would simply make such interactions, interfaces and influences explicit in an organised way...”*

Nielsen and Thomsen (2007) highlight the value of organisations putting CSR on the agenda when communicating aspects of responsibility to stakeholders in an age of increasing transparency. As CSR was new territory for universities, I wished to produce a statement that was user friendly and would not date too quickly. The purpose was to produce a booklet with images and text that could be used in a number of forums, from corporate partnerships to student open days, both online and as a hard copy.

With the University Secretary sponsoring the project, a small CSR working group met to enable ideas to be shared, knowledge gaps to be filled and consideration to be given to draft documents I produced.

He again contributes: *“My CSR group had, at its heart, Paul Andrew – University Equality and Diversity Manager – whose main role and responsibilities within the University’s HR Department – combined with the wide-ranging nature of his representational role within the Sunderland Partnership, his drafting skills and his unbridled enthusiasm made him Secretary and, so near as dammit, Executive Director of the Group under my broad chairmanship”.*

I sketched out the structure of the statement to colleagues during 2007, with the main themes of values, university, environment and community all being reflected in the final version (see Portfolio 5.5.1). A draft of January 2008 entitled *Making a Difference*, which strongly resembles the final statement, was endorsed by the group in February.

The work then moved in two directions. Firstly, I worked with Marketing Department colleagues to produce a document in the house style, sourcing some third party testimonials to support the content.

Secondly, I raised the project with the University Executive, so that they could consider the implications and formally endorse the approach. In emails in August 2008 I highlighted that “this could be an opportunity for us to strengthen our profile of a civic University”. Following their positive response, I acknowledged their support and concluded that “my feeling is that as this will be the first time that a CSR document will go out, we should all be happy that it both reflects the University’s aims and values and is holistic in terms of capturing the scope of our impact” (see Portfolio 5.5.1).

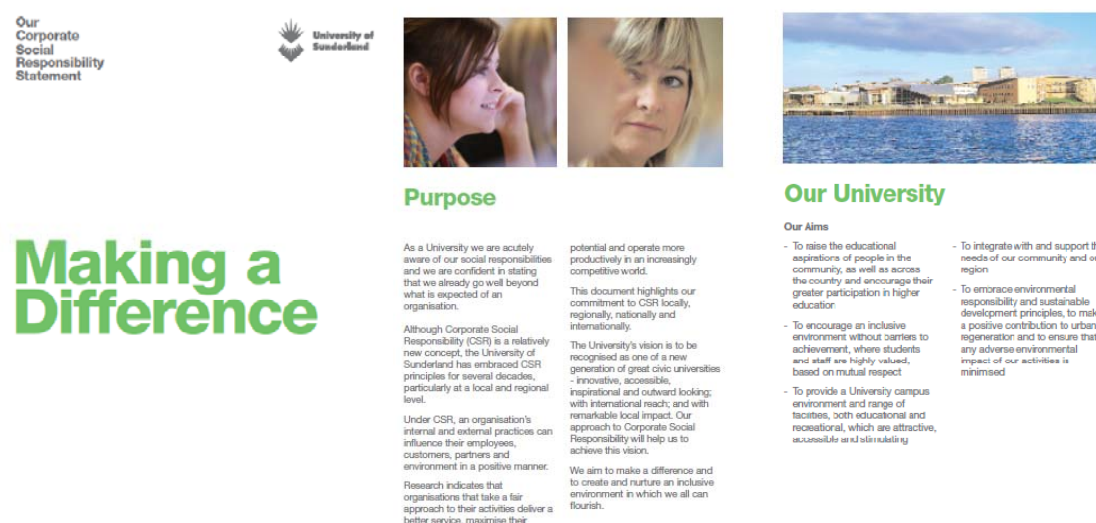


Figure 5.4: Cover and introduction of CSR Statement outlining vision, values and aims

There are times in organisations that in a context of reactive and target-driven work the wheels of change can turn slowly. By November 2008 everything was in place, with the process having taken two years, longer than I had anticipated. However, Elkington and Knight (1991) remind us of the importance of pacing activities carefully stating “if you outrun the capabilities of your organisation, you may well switch other people off.”



Figure 5.5: CSR Statement - achievements and commitments on students, staff and community

The consultative process meant that institutional support that would help successfully embed CSR had been gained. As the statement was designed to be used for more than one year, it was agreed to launch it in the New Year, to allow time for high-quality leaflets to be printed, a website presence to be established, and for media preparations to be ready.



Figure 5.6: CSR Statement – holistic and international activities endorsed by Chancellor

In 2008 the University of Exeter had issued a Corporate Responsibility document, *The City and Your University* (2008), an excellent statement that covers its contribution to the local community. In January 2009 the University of Sunderland formally issued our Corporate Social Responsibility Statement, *Making a Difference* (2009), the second university in the UK to do so, and the first to be international in reach (see Figures 5.4, 5.5 and 5.6). I took great satisfaction from this achievement, a goal had been realised. The next challenges were to embed the statement into the University's corporate identity; to continue to put our principles into practice; and to engage the stakeholders of our institution at all levels, to give life to our new CSR profile.

5.6 Impact and Integration

With the statement published, energies were focused on promoting it to stakeholders and embedding the principles into the University's activities.

In January 2009 emails were sent to all staff and students introducing the CSR Statement, using content drawn from the statement's introduction (see Portfolio 5.6.1). The emails included a link to a new Social Responsibility web page, via which the statement can be downloaded, thereby delivering an ongoing presence on the University's web site.

The student publicity included an article in *Fuse*, the online magazine, which included endorsement from the Partnership and a quote from me that “we wish to be recognised as a civic university that is making a difference” (see Portfolio 5.6.1).

A half-page article in the *Sunderland Echo* of 19th February, *Words help to make changes*, covered our statement and the impact of our work, helping to cement the University’s civic profile of being serious about our commitments (see Portfolio 5.6.1).

The timing coincided with the circulation of the statement as a leaflet in student meeting areas, to staff and to external partners. Responses were positive, for example with the Deputy Chief Executive of Gentoo, a local housing company, indicating that the approach was one that his organisation might consider (see Portfolio 5.6.1).

I further shared our CSR profile in regional and national forums. *Business Quarter*, or *BQ*, is a North-East business magazine that showcases developments in the region. Issue 6 (2009) included a supplement on business engagement with CSR. The University was the only educational institution featured, with much of the article’s information consisting of content I had signposted to the reporter (see Portfolio 5.6.1).

Our progress was also noticed in the wider higher education sector (see Portfolio 5.6.2). In April 2009 I presented a session at the Association of University Administrators’ annual conference at the University of Exeter on the subject of *The Role of Corporate Social Responsibility in Today’s University*. Using Sunderland as a case study, I explored CSR in practice to an audience of higher education professionals who wished to consider implications to their own institutions.

Sternberg (2000) asserts that “business ethics is necessary not because it is fashionable, but because ethical concerns unavoidably permeate all business activity”. The CSR Statement became quickly embedded into University of Sunderland corporate literature.

The University’s Annual Review document is a glossy outward-facing collection of achievements, principles and aspirations. The 2007/08 Review was issued in February 2009, a month after the release of the CSR Statement. The closing page is written by the Vice-Chancellor, as he looks to the year ahead. In this summary he uses words taken from the CSR Statement and places them in context as follows:

“As a University we are acutely aware of our social responsibilities and we are confident in stating that we already go well beyond what is expected of us as an organisation. Last year we delivered a Corporate Social Responsibility Statement – only the second university in the UK to do so – which highlights our principles as well as our expectations from our partners.” (see Portfolio 5.6.3).

Baker (2006) reminds us that CSR can often be seen as a nice-to-do add-on and that “it takes leadership to take CSR to the strategic level”. With top-level endorsement achieved and favourable reaction from stakeholders, CSR became attractive to senior managers and was included in discussions to identify planning priorities.

The resulting University of Sunderland Corporate Plan 2009/10–2013/14 (2009) (see Figure 5.7) sets out values and strategic themes in our current period of activity.



Figure 5.7: University of Sunderland Corporate Plan 2009/10-2013/14

Two of our eight new corporate values have direct relevance to the CSR agenda:

- *Community Engagement*. Collaborating with educational, civic and community partners to deliver the University’s objectives and the wider social, cultural and economic aims of the region.
- *Inclusiveness*. Recognising the diverse nature of our academic community through a proactive approach to equality and diversity, embracing a culture of mutual respect.

The real breakthrough for CSR principles was that one of the five new strategic themes of the University is *Society*. The introductory context reads:

“The University is committed to working in partnership with others to address the economic challenges facing the region and the wider issues that impact on educational attainment, social inclusion, health inequalities and environmental drivers. The University’s approach is clearly defined in its Corporate Social Responsibility statement which articulates the University’s excellent and long-standing record in ethical practice”.

One of seven objectives of this theme is to “ensure corporate and social responsibility targets are embedded in policies and procedures and that the University delivers excellence and professionalism across all aspects of its activities”.

Two of the three aims of this theme of *Society* are

- A ‘civic’ university offering life-changing opportunities for the wider community
- A responsible partner and neighbour with a Corporate and Social Responsibility ethos as a key institutional imperative.

The plan includes testimonials to illustrate how staff and students contribute towards delivering our strategic themes (see Figure 5.8). I was asked by the Director of Marketing to be the spokesperson for this theme (see Portfolio 5.6.3), with my contribution being:

“Our Corporate Social Responsibility statement describes our inclusive culture and shared values. The University has high ethical standards and works tirelessly to ensure equality of opportunity, to nurture a tolerant and inclusive environment, and to work with partners to enhance the well-being of the communities where we operate.

I firmly believe that corporate citizenship is at the heart of our mission as we continue to develop ethical supply chain policies, monitor environmental impact, and deliver supportive practices. We understand that ethical, social and environmental issues are high on our university’s agenda and are also everyone’s responsibility”.



Figure 5.8: Corporate Plan Strategic Theme of Society

McIntosh (1994) believes that "it is no longer good enough for an organisation to say they are this or that, they must now articulate what they do". The CSR Statement and the Corporate Plan were now complementing and referencing each other, outlining activities, values and aims to move the agenda forward.

5.7 Our Collaboration with One Water

The institutional embracing of CSR gathered together examples of good practice already taking place and encouraged a corporate culture underpinned by ethical principles.

One initiative that exemplifies this change in our corporate consciousness is our ongoing collaboration with One Water, a not-for-profit organisation which delivers clean drinking water for people hardest hit by shortages. This relationship in many ways epitomises the journey towards CSR and demonstrates what can be achieved by co-operation between organisations and by collaboration between change agents at the University and innovative leadership at One Water.

In 2003 the compassion and imagination of Duncan Goose was stirred when he read about the one billion people worldwide who cannot access clean drinking water. He drew up a business vision and left his job in 2004 to work on his new project. Tichy and Ulrich (1984) refer to transformational leaders who develop a vision, gather support from stakeholders and guide their organisation into institutionalising a clear value base. In 2005 the vision of Duncan Goose became a reality when the first bottles of One Water rolled off the production line.

The revenue generated from sales of One Water funds mechanical spinning water wheels in different regions of Africa. The effect of children playing on these wheels, also known as PlayPumps, is to draw clean water from below ground as opposed to walking miles to collect unclean water from rivers. This water brings significant benefits to health and education.

Building on our Fairtrade principles, the Catering Manager and I wished to extend ethical sourcing and envisaged benefits to the University and our wider communities. We viewed One as a potential partner and in 2007 we asked Duncan Goose to deliver a guest lecture on the philosophy of his company to an audience drawn from the University and region (see Figure 5.9). The lecture paved the way for an initial catering contract and within six months One Water became the sole supplier for the University's hospitality and retail outlets (see Portfolio 5.7.1).

Zadek (2001) asserts that “partnerships are a means of getting things done that individuals would be unable to achieve alone”. The collaboration proved fruitful for both parties. In 2009 we achieved the installation of our first University water wheel, funded solely by our sales of One Water. In consultation with One Water, it was installed at the school in Lerato, Lesotho, Southern Africa, a village in which 20% of children are orphans due to the high prevalence of HIV/Aids (see Figure 5.10).



Figure 5.10: The Principal of Lerato School with the University of Sunderland PlayPump

The Principal of the School said in 2009:

“The PlayPump has made a dramatic impact not only on the pupils of Lerato Primary School, but the wider community too. Thanks to the support of Sunderland University, they now have a reliable source of fresh, clean drinking water, which means that rather

than spending hours every day collecting water, children can go to school, learn and also have fun!” (see Portfolio 5.7.1).

The PlayPump captured the imagination of staff and students alike. A group of self-funded drama students visited Lerato School to see the PlayPump for themselves and carried out drama workshops with the schoolchildren (see Figure 5.9). Simply by buying the water, the students had appreciated their own contribution to the water wheel. Moreover, they recognised the role of their University in making this happen.



Figure 5.9: In 2007 Duncan Goose outlines his vision; in 2009 students visit the water wheel

In an organisation’s structural context, Middleton (2007) argues that many companies operate in silos and need leaders who can see across the whole organisation. These leaders understand the value of networks which extend beyond the traditional confines and they know how to lead them. Her concept of “leading beyond authority” is not about pre-existing perceived levels of authority. It is about earning legitimacy with ideas that resonate, and using an approach that means that people and organisations willingly grant authority to turn the ideas into deliverable objectives.

At the University, the Catering Manager and I had acted as change agents leading beyond authority by turning one-off initiatives such as Fairtrade and One Water into general practice. In doing so, we helped to embed ethical principles into our corporate culture with relationships that contributed towards CSR.

These projects are ongoing and illustrate the University turning values into action as we continue to make a difference to our communities.

The relationship between the University and One Water has benefitted from both taking what Goyder (1998) describes as an inclusive approach to internal and external stakeholders. “The *inclusive approach* differentiates Tomorrow’s Company from Yesterday’s Companies. Tomorrow’s Company values reciprocal relationships, understanding that it can improve outcomes. It works to build relationships with customers, suppliers and other key stakeholders, through a partnership approach”.

Our two organisations fit Goyder’s description as companies of tomorrow, with clear values that encourage commitment and deliver successful business partnerships.

Arising from my role on the University’s Honorary Awards Working Party, I nominated Duncan Goose for an honorary award in recognition of his entrepreneurial and ethical achievements (see Portfolio 5.7.1).

This was endorsed and he became an honorary graduate of the University in 2009, thus further strengthening our links. One Water now appears in a range of University corporate literature, such as our CSR statement, Annual Review, Student Prospectus and web site.

In our CSR Statement (2009), Duncan states “We are delighted to be working with the University of Sunderland in providing cleaner water to African villages”. This work resonated with another contributor to our statement, University Chancellor Steve Cram, whose own charity COCO works with vulnerable children in developing countries, who referred to the water project as “life-changing”.

Duncan made a further public endorsement of the University’s approach to CSR in a two-page feature in our Annual Review 2008/09, stating:

“I think everyone has a social responsibility in this world – from an individual to a large corporation. If everyone does their own little bit, collectively we can make a massive difference. Over the past year, I have had the pleasure of seeing this in action at the University of Sunderland, which takes its social responsibility across the board seriously.....Corporate Social Responsibility might sound like a buzz phrase, but at the end of the day it’s about realising the impact of our actions” (see Figure 5.11).

The second testimonial in this feature was from a drama graduate who had actually visited the University's water wheel in Lesotho (see Figure 5.11). She signed off by stating:

"I'm so proud to be part of a university that really cares for people, even those so far away".

With a second PlayPump set to be achieved in 2011 the collaboration between the University of Sunderland and One Water is now an integral part of both organisations' operations.



Figure 5.11: Duncan Goose endorses CSR in the University of Sunderland Annual Review 2008/09 alongside a student who visited Lesotho

5.8 Extending Good Practice with International Partners

Mellahi and Wood (2003) point out that CSR has become a global trend and emphasise that to justify a principled reputation an organisation needs to behave as decently internationally as it does locally. The University has links on a daily basis with international partners across its activities. Most of these I have no involvement in, but those I do come across are enhancing the University's profile as being a responsible organisation.

An initiative I helped deliver was our alignment with our own Fairtrade coffee producer. As with One Water, we are keen to link our responsible activities to outcomes, and we have adopted a single coffee agreement in our in-house catering outlets. Asoapia is a democratically controlled co-operative organisation of Colombian farmers, based around the town of Apia. In conjunction with our suppliers *Cafeology*, our Fairtrade agreement guarantees a working income for producers, with further profits channelled into the Hospital and Schools of the town. The current President visited the University in Fairtrade fortnight to thank students and staff for their support and to show the benefits of our coffee agreement (see Portfolio 5.8.1). Photographs of the coffee farms in our coffee shops illustrate this story to customers (see Figure 5.12).



Figure 5.12: The President of our Fairtrade coffee producer co-operative visits a University coffee bar which displays photographs of the coffee farms from which we source the beans

His visit coincided with our hosting of a Sunderland Partnership Fairtrade fashion show, with input from design students and local schools contributing to a stylish presentation of Fairtrade clothing (Portfolio 5.8.1).

In October 2008 I was part of a University team who welcomed and shared information with a Polish delegation of the Maria Grzegorzewska Academy of Special Education. The Academy specialises in Disability Support for its students although its provision is not as wide-ranging as provided at the University. We shared principles and practice that complemented their official visit to our institution (see Portfolio 5.8.2).

Via my professional contacts with the University Secretary and an academic colleague in the Faculty of Business and Law, we became aware from a senior Kenyan judge of the value to Kenyan justice of legal books that Kenyan students have no access to. My colleague had the idea of the University donating a library of legal documentation to help with Kenyan justice. I helped with the liaison work and was part of the hand-over meeting in November 2008, with our Kenyan visitor commenting in press coverage that the books will be put to “*great use and value and will have a positive impact on our students*” (see Portfolio 5.8.2).

This final example fits what Van Marrewijk (2003) describes as a *philanthropic approach* to CSR, whereby an organisation donates an asset to another. Most of the other activities we have explored in this report fit more naturally into what he calls the *stakeholder approach*, in which an organisation is accountable to a range of stakeholders; or the *societal approach* whereby companies are responsible to society as a whole, of which they are an integral part. These terms are not in my opinion mutually exclusive, although they do reflect the evolution of CSR into a more holistic approach, which is one I wish to capture in my framework.

5.9 Universities That Count Corporate Responsibility Benchmarking

It can be a challenge for institutions to promote CSR principles; it is another to put them into practice. One means of measuring progress and sharing this nationally is via external benchmarking. Elkington (1997) defines benchmarking as comparing processes both within an industry and outside it, to identify best practice, and describes resulting trends as enormously significant.

Within Higher Education, The Annual Corporate Responsibility Index, *Universities that Count* (UTC) is an initiative launched by Business in the Community and the Environmental Association for Universities and Colleges. UTC (2011) defines corporate responsibility as “the management of a university’s positive impact on society and the environment through its operations.” Using evidenced self-assessment and external validation it has established itself as a leading corporate responsibility UK benchmark for the HE Sector.

The University made a somewhat late decision to enter this process for 2008/09 and I was asked to make the submission. Our overall benchmarking result was 69.8%, compared to the HE sector average of 67%. This was encouraging as many universities had more experience of this process, particularly in environmental areas. I disseminated these results to senior groups in the University, creating an expectation that this was a process we would be a regular member of (see Portfolio 5.9.1).

As I was seen as the CSR specialist, I co-ordinated the submission for the 2010 UTC benchmarking and, with more time available, I developed a cross-University response to the submission in order to fully capture activities that require evidence in the benchmarking process (see Portfolio 5.9.1).

Our overall result in 2010 improved to 82.4%, higher than the HE sector average of 75.3%. This places us as a Silver Standard university, ranked 8th best of participants and one of the five highest risers in the Index.

Universities that Count listed our performance in six different areas of activity, three **Environmental** areas and three **Social** areas (see Figure 5.13). Although some activities such as waste reduction are inconsistent, the feedback shows better integration of corporate responsibility standards across activities, with four areas of excellence scoring over 75%.

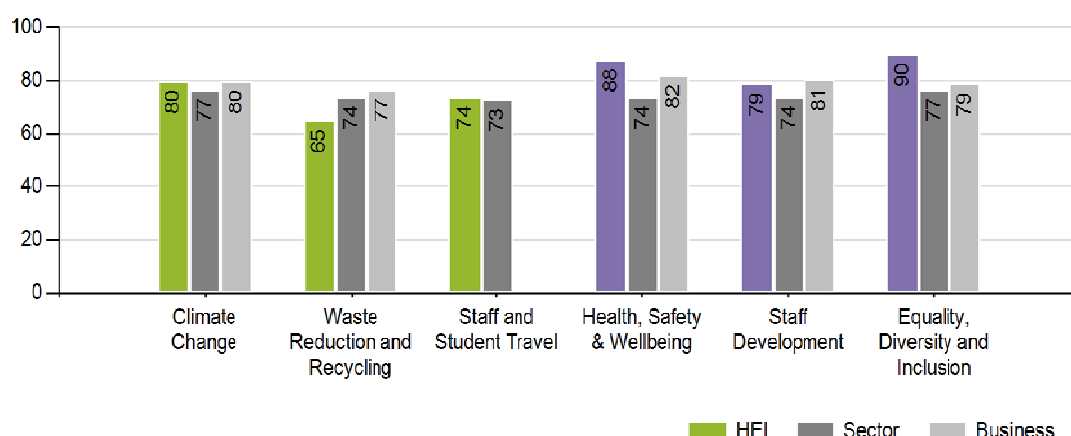


Figure 5.13: Universities That Count Results 2010 by Areas of Activity
(Source: Universities that Count, 2010)

It was naturally rewarding to score highly in Equality and Diversity but especially pleasing to perform well in an area such as Climate Change. Although my own

environmental knowledge was improving markedly, an improved institutional performance helped by an enthusiastic involvement in the process by specialists in this area was crucial in achieving this uplift.

I sensed that the prominence of CSR at corporate level had encouraged a sharpening of thinking and given momentum for colleagues to make an impact in all areas of work, resulting in a stronger more holistic submission.

The radar diagram (see Figure 5.14) explains how the interlocking UTC sectional areas of Environment, Community, Workplace and Marketplace balance within the University. Cannon (1994) stresses the importance of top-level support in shifting organisational attitudes and argues that high-quality governance and delivery are essential for effective corporate responsibility management. The survey results confirm that the University gives a corporate lead in this area and indicates holistic improvement across our practices.

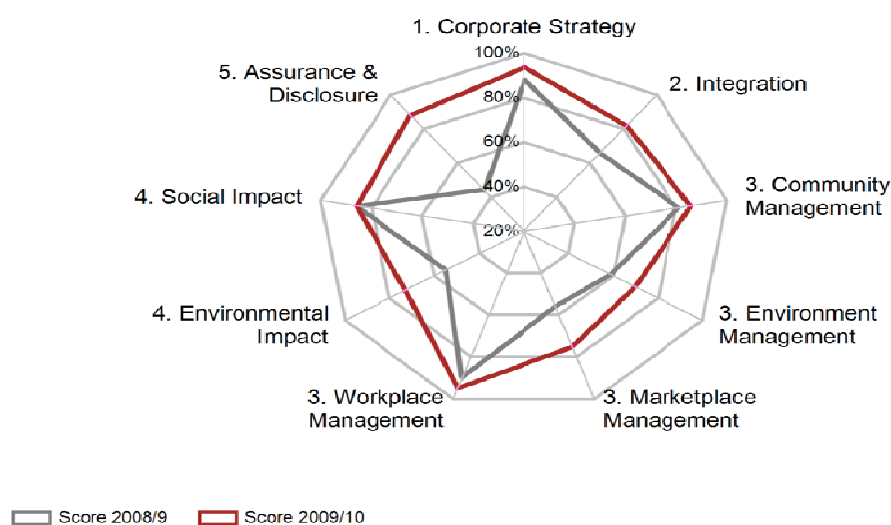


Figure 5.14: University of Sunderland 2008/09 and 2009/10 UTC sectional comparison
(Source: Universities that Count, 2010)

This information was shared with University groups including the Executive Board, Equality and Diversity Group, Board of Governors and the Health, Safety and Environment Group. I was also asked by UTC to submit a 250-word statement for inclusion in their literature in 2011. As requested, my submission refers to our CSR statement and takes a broad approach, signposting readers to our web site (see Portfolio 5.9.1).

5.10 Collaborating with colleagues, engaging students and increasing CSR thinking

With the embedding of CSR into corporate thinking, we are increasingly seeing the principles of having a positive impact on society, our environment and our stakeholders being taken further, in activities that involve students and staff engaging with the CSR agenda on many different levels.

In 2010 I worked with an academic colleague who introduced a Faculty of Business and Law CSR competition which involved students volunteering with a range of local organisations. I was asked to be a judge in this competition, examining activities that had a positive impact on community groups the students had contact with (see Figure 5.15). These engagements received positive media coverage and were also very rewarding experiences for our students, who engaged with the city as ambassadors of the University (see Portfolio 5.10.1).



Figure 5.15: Faculty CSR competition winners 2010 receive the award from the judging panel.

In 2011 I worked with the same academic and a local recycling company on an idea for an outdoor campus eco-sculpture that will be made from recycled waste materials, designed by our students and illuminated by solar power (see Portfolio 5.10.1).

Arising from links with several colleagues I deliver guest lectures to Business students on CSR, which forms an increasing part of the curriculum. Andriof and McIntosh (2001) highlight the value of communicating with customers and wider stakeholders in such a way as to encourage identification with the organisation. My lectures explore principles and practice, using the University to illustrate what can be achieved. I used similar

materials with more personal reflection when sharing CSR progress with fellow doctoral students at the University (see Portfolio 5.10.1).

In my role on the Honorary Awards Working Party I suggested a Fellowship for Age UK Sunderland in 2010, their Diamond Jubilee year. It is unusual for the University to confer this award to an organisation, with the recognition demonstrating our civic commitment and being warmly received by Age UK members (see Portfolio 5.10.2).

This closer relationship led to Age UK hosting a welcome to the city event for new students. I liaised with colleagues from the Student Union and we brought together a mix of students who played bingo and shared personal stories from Sunderland and abroad with the Age UK members (see Figure 5.16). Since the event, an ongoing connection has been forged, with students volunteering in weekly Age UK activities (see Portfolio 5.10.2).



Figure 5.16: University student and Age UK Sunderland member at civic welcome event

The Director of Age UK told local media:

“Sadly, in modern Britain not everyone values and respects older people and we often have to deal with the effects of a society where older people are sometimes regarded as of little value. Through volunteering with Age UK, these students can help make a difference to the lives of older people in Sunderland and put something back into what is now their community. Age UK has an excellent partnership with University of Sunderland and has received much support over the years for which we are very grateful.”

I acted as University spokesperson and said:

“There is a great amount of respect from students towards older people in their university city but few opportunities to meet. The increased contact has generated two-way interest and contributed towards greater integration of people of all ages and backgrounds in our city.”

This partnership was further enhanced in 2011 when the University supported a request from Age UK Sunderland for me to join their board on a voluntary basis as a trustee (Portfolio 5.10.2).

Cannon (1994) believes that “internationalism is moving to the centre of the corporate responsibility agenda”. In terms of connecting with international communities, the University’s activities range from core educational partnerships to supporting individual initiatives by staff and students. In 2009 I heard of the work of a Ceramics Lecturer who had visited the Sri Sivam Pottery in Pondicherry, India, with a student at the request of Fairtrade organisation Traidcraft, to help the Potters develop new designs and strengthen the branding on products.

I asked my colleague to deliver a Fairtrade lecture on his experiences, helped to promote the story in the University’s media, and included it with our water and coffee partnerships in the University’s application for the Business in the Community International Award 2011 (see Portfolio 5.10.3). The link between the University and the Pottery strengthened with staff and students selling artwork to help fund a kiln for the Indian Potters, which will enable them to sell in wider markets (see Figure 5.17).



Figure 5.17: Sri Sivam Pottery, supported by a new University of Sunderland kiln

The relationship is mutually beneficial for the students and Potters who are learning different skills and it helps the local community in Pondicherry, which relies on the success of the pottery to fund community facilities.

These principles are extending in 2011, with students planning to visit a number of potteries in Peru where they will create a new range of ceramic products for worldwide distribution, again in partnership with Traidcraft (Portfolio 5.10.3). Locally and internationally, CSR activities are flourishing on a number of levels, with benefits for both the University's internal and external communities.

5.11 Reflection

After years of ongoing work followed by a realisation of the potential a CSR approach and culture could bring to the University, I was thrilled to play a key role in the development of a CSR Statement, from inception to publication.

The University Secretary graciously stated that *"Achievement of the task was crucially dependent on Paul Andrew's contribution....without which such a successful CSR Statement would not have been completed."*

I felt however that this was not a case of "job done". I have been to Fairtrade organisations where the Fairtrade coffee sachet gathers dust on the shelf, contrary to what we were aiming for at the University. As Grayson and Hodges (2004) assert, CSR is not an issue that can be handled in a piecemeal fashion. I hoped that the CSR Statement would not become separate and marginalised; for it to have meaning the next challenge was for it to become an integral part of our corporate identity and organisational culture.

Middleton (2007) refers to change agents as people who appreciate the value of networks, understand their own institution and use "an approach that means that people and organisations willingly grant authority to turn the ideas into deliverable objectives". I believed that CSR complemented the University's emerging values and found that by working with colleagues the principles could be embedded into the institution.

The speed in which CSR was picked up and championed by University colleagues was evidence that the spirit of the statement was in keeping with the direction the University wished to take. The CSR statement was proving a good institutional fit. For me to be a focal point for this area enabled me to achieve wider buy-in from colleagues and partners as we continued our work.

No organisation is perfect but the corporate aspirations were providing momentum to activities that would enhance reputation. Campbell and Kitson (2008) remind us that externally verified performance is central to organisational reputation and that this reputation makes a significant contribution to business success. I welcomed the University's decision to enter the Universities that Count process as a commitment to our CSR agenda. Without involvement in a benchmarked process, there is the vulnerability that our value-based aspirations are not backed by our actions. The Index is the most appropriate tool by which we can test our achievements against our principles, so it was heartening that the University is demonstrating all-round improved performance.

This encouraging corporate progress was complemented by a proliferation of activities by a range of stakeholders and support for CSR projects. The clear linkages made between the purchase of One Water by students and staff and the resulting water wheel caught the imagination of our stakeholders. The visit by drama students to the water wheel and the contributions of pottery students in support of international communities demonstrate that the CSR values that inform our corporate documentation are also shared by students and staff.

In initiatives that engage the University or community I have learnt, for example with the case of sexual orientation, that a variety of approaches can reach a wider range of people but, seen collectively, a consistent message encourages the perception that the University is a progressive organisation.

My involvement in events ranged from origination, such as Age UK, to me being simply a conduit to promote a process, as with the legal library exchange. These illustrate what can be achieved by working with like-minded colleagues, internally and in partnership, especially when the rationale is in line with the University's philosophy.

Mellahi and Wood (2003) believe that an organisation does not become ethical by producing a code, but by demonstrating ethical conduct throughout its operations.

Similarly, I have found that contrary to the traditional partnership arrangements between organisations that are often comprised of executive collaborations only, the joint working that is now taking place is encouraging new relationships that are delivering meaningful connections between organisations at all levels.

On a wider note, Drath et al (1994) describe a community of practice as a group of people with a shared connection of working on something together. I realised that the formulation of a CSR Statement and the embedding of its principles have enabled me to make an effective contribution to the wider community of CSR practice, for example on a national basis at the AUA Conference and through Universities that Count, and on a regional basis via BQ magazine and the local press. As with the equal pay agenda, it is likely that such contributions will continue in the holistic area of CSR.

In terms of developing principles for a CSR framework, reflection on this part of the project has revealed the following strands that encompass a holistic range of stakeholders:

- **Corporate identity** - the University's transition from having no references to CSR in the Corporate Plan 2004/05-2009/10, to recognising it as a core principle in 2009/10 to 2013/14 and communicating this effectively, is a lever by which CSR is now a core institutional principle. Corporate entry into benchmarking processes then engages the institution with the wider community of practice.
- **Employee impact** – in the wider economic context, staff are more commonly termed employees. Projects that combine individual activity in line with organisational values, such as the pottery partnership, and the contributions of CSR-related champions operating at different levels, benefit the delivery of a socially responsible organisation.

- ***Customer awareness*** – fee-paying students are increasingly being referred to as customers. Although the term student remains in my opinion appropriate to higher education, the use of customer has more relevance to the application of the framework across organisational sectors. Recognition of the cause and effect principle of CSR activities such as those involving our coffee agreement make the impact of such work more real to students and strengthen the profile of a responsible University.

- ***Partner and community engagement*** – wider partnership links are making relationships real to more people and I am witnessing in many academic and community activities that socially responsible values are not simply a corporate priority but are being championed by all our stakeholders in their own actions.

CSR is spreading intrinsically throughout our University and being put into practice as a living CSR in a civic university. These developments have helped me to refine the principles on which to construct my model and give me confidence that it is a practical one that will have benefits not only for our institution, our stakeholders and our communities, but also for the wider community of practice.

Chapter 6 - A New Framework

6.1 Introduction

Chapter 3 reviewed CSR models and frameworks that have been published by the CSR community over recent years, many of which contain profit-related or legal features, such as those espoused by McWilliams and Siegel (2001) and Carroll (1991) respectively.

The action research presented in Chapters 4 and 5 has provided examples of how CSR activities can interact with, and be taken up by, a range of internal and external stakeholders. In terms of suitable application to a modern civic university, and with increasing trends towards transparent stakeholder relationships and greater community engagement, I believe my research shows that there is a need for a new CSR framework which will better capture and support these themes.

In this chapter I will move away from the narrative style which drew out themes from the action research and towards a scientific approach in order to determine an appropriate CSR framework.

Campbell and Kitson (2008) believe that concepts of social responsibility and corporate citizenship have been given fresh impetus in an age of increasing globalisation and communication. I will consider and review the options before proposing a CSR framework that effectively captures the developing relationships between organisations, stakeholders and communities.

6.2 Potential new CSR frameworks

In considering a possible framework which will reflect and support the range of CSR activities which have been explored in the previous chapters, I wish to build upon existing theories and also produce a concept which utilises metaphor in terms of imagery and concept. This is a similar approach as has been taken with existing published works such as the CSR pyramid (Carroll, 1991) and the corporate community

model (Halal, 2000). I also wish to develop a stakeholder-related approach by drawing together a framework which builds upon the themes I have developed through my reflections in the earlier chapters of this report.

6.2.1 The CSR Chain?

One possible model is that of a CSR chain (see Figure 6.1). Grayson and Hodges (2004) refer to the importance of the integral relationship between values, culture, processes and practices in order to maintain a good CSR reputation. Such credibility is not something which can be achieved instantly; rather it needs to be earned over a number of years with linked activities, as illustrated in this report.

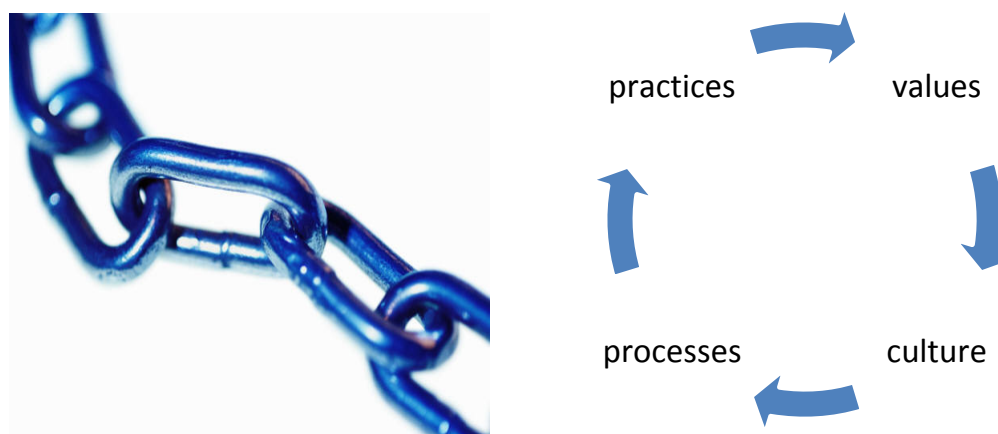


Figure 6.1: The CSR Chain and its potential application to Grayson and Hodges reputational links

A chain is only as strong as its weakest link, something that the clothing company Gap discovered to its cost in 2007. Bahree (2008) outlines that Gap had begun to promote a CSR image, only to be severely embarrassed by revelations that children were being employed in a New Delhi sweatshop to produce their clothing. Their corporate image is still recovering.

Every link in the University's CSR chain is not equally strong, but we are hopefully at a point where practices and experiences are becoming increasingly consistent, as evidenced in the silver standard Universities that Count results (see Portfolio 5.9.1).

A chain can effectively convey an impression of common principles with a number of interlocking links. However, the concept of a chain also has limitations. From my reflection in earlier chapters I have identified a small number of key themes that will contribute to my framework; a chain of, for example, only four links could be a paltry effort.

More importantly, a chain is not a sufficiently interactive image that can capture the ongoing relationships between an organisation, its stakeholders and its community that I wish to set out. It is therefore time to move on.

6.2.2 The CSR Journey?

The title of my report refers to a journey towards corporate social responsibility, a concept that is particularly relevant to CSR. Hall (2010) believes that it is important to be consistent and to sustain a CSR strategy over the long term and, whilst doing so, to continue with a range of related activities in order to give validity and momentum to a CSR approach.

It can be argued that the Co-operative movement has been at different stages of a CSR journey since its inception. For organisations such as Barclays Bank, with a tarnished reputation during the Apartheid era as outlined by John (2000), the concept of the journey is very appropriate. It has taken twenty years of better corporate practice for Barclays to move from a low reputational position to one in which they are now winning awards for good employment practice in gender with *Opportunity Now* (2011).

Similarly, Marks and Spencer embarked on a more responsible route after losing an equal pay case and being embarrassed over their supply chain in the 1990's, as outlined by Kippenburger (1997). With their Fairtrade and organic sourcing, and their environmental concept of *Plan A, because there is no Plan B* (2011), their CSR journey is rewarding them with good customer loyalty and a solid organisational reputation.

My own contribution illustrates a personal CSR journey within a corporate one, with the range of separate initiatives outlined in this report coming together over time to provide the opportunity to move towards a co-ordinated CSR approach.

Another example of this concept of a journey that we have explored is the five-year relationship with Duncan Goose and One Water, from a guest lecture to a purchasing agreement, a corporate water wheel and an honorary award (see Portfolio 5.7.1).

The idea of a journey features in recent CSR-related publications, such as the Doughty Centre's five stages of CSR maturity (2009), as earlier outlined in Chapter 3.5.



Figure 6.2: The CSR Journey and its use in Strandberg Consulting's CSR Continuum (2004)

Strandberg Consulting Limited's CSR Continuum (2004) is another staged approach, also consisting of five aspects: Pre-CSR, Basic CSR; Proactive CSR; Integrated CSR; and Mission-Driven CSR (see Figure 6.2).

To pardon the pun, the term journey is now a well-travelled one for describing an organisational pathway to CSR. Appropriate as this is to my wider piece of work, I will propose a framework that can better articulate the holistic nature of CSR activities, at all levels and from all stakeholders, as I believe that this is what can give CSR its true lifeblood in terms of organisational culture.

6.3 The new CSR framework - CSR DNA

The approaches that were examined in Chapter 3, such as Shahin and Zairi (2007), were beginning to introduce stakeholder and community features, but did not easily reflect the increasingly symbiotic relationship between an organisation and its stakeholders. In the internet age, stakeholders can involve a range of people who will have a variety of levels of engagement with an organisation. In an environment of greater consultation

and participation, I was searching for a framework that would exemplify CSR as a living organism that influences corporate and community relationships.

Campbell and Kitson (2008) remind us that for an organisation's values to be practised within its culture, and therefore to have credibility, involves integration within the daily way of doing things. The framework therefore needs to be capable of becoming embedded by capturing hearts and minds as well as policies and procedures.

Nord and Fuller (1999) argue that as CSR has developed in recent years, a dominant paradigm has emerged. In terms of both theory and organisational application, they believe that CSR has become an organisational strategy issue. In some ways this is not too surprising; indeed much of my own work was designed to achieve the executive recognition and support that would better embed CSR principles. Nord and Fuller do however imply that if CSR is something that becomes viewed as a top-level strategy, this can limit its impact across organisations.

Their work looks to increase awareness of an alternative outlook, one that complements the strategic view. In their employee-centred approach, they assert that significant change can be initiated at lower organisational levels as well as from the top. They also suggest that the change can be accomplished in small steps by individuals or by activities in a small part of the organisation. This resonates with Middleton (2007), in her references to leading beyond authority, and her concept of visionary employees who put ideas into practice and turn organisational aspirations into achievements.

Indeed, Mares (2010) goes a step further, characterising true CSR as an emerging norm that results from a bottom-up process. Taking these ideas into account, and in searching for an approach that can describe CSR as being intrinsic to an organisation's consciousness across all levels of activity, I arrived at the substance that influences us all; DNA.

May (2011) defines DNA (Deoxyribonucleic acid) as a fabric in living beings which determines their form, and can be used to identify them. DNA contains genetic instructions that are used in the functioning of living organisms. DNA molecules store information, acting as a blueprint or code, which influences an organism's development.

The CSR DNA framework can be regarded as one which influences an organisation's development and operations. It joins up the standard top-down approach with the stakeholder-led activities that can inform organisational culture, and is directly in tune with the experiences described in this report. It is a stakeholder approach whereby organisational leadership, institutional strategy, employee and customer involvement and wider community engagement come together to achieve a CSR DNA that is inherent to our corporate identity and present across our activities.



Figure 6.3: DNA building blocks depicted as informing organisational culture.

The term DNA is increasingly being used in day-to-day language as referring to the value base of an individual or organisation. One example was given by television newsreader Peter Sissons in a Daily Mail article of January 22nd, 2011. When describing his view of the workplace culture at the BBC, he alleged: "In my view, 'bias' is too blunt a word to describe the subtleties of the pervading culture. The better word is a 'mindset'. At the core of the BBC, in its very DNA, is a way of thinking that is firmly of the left."

Whether we agree with Sissons' observation or not, the term DNA is well used to describe a culture that runs through an organisation (see Figure 6.3). This maps across to my own perception, that CSR principles can and should inform an organisation's thinking across its activities and its stakeholders.

Cole and Perides (1996) assert that organisational culture is not a single entity; it is a framework of values and beliefs that manifest themselves in the behaviour of the workforce and other stakeholders.

A question such as *Does your organisation have CSR DNA?* could search for a CSR presence across a number of levels and activities. Negative answers or gaps in evidence to some questions regarding the different strands of CSR DNA would indicate that an organisation has work to do in terms of embedding CSR principles and in avoiding such principles being seen as window dressing. Affirmative answers, providing the evidence is there, would indicate an organisational culture that embraces CSR principles and practices them accordingly.

The US Library of Medicine (2011) describes the X chromosome as a vital part of DNA, common to both women and men, spanning approximately 155 million DNA building blocks (base pairs) and representing approximately 5 per cent of the total DNA in cells (see Figure 6.4). My framework envisages four strands of an X chromosome: Corporate identity; Employee impact; Customer awareness; and Partner and community engagement, that together make up CSR DNA.



Figure 6.4: An X chromosome piece of DNA

I arrived at these four strands by reflecting on my experiences and on the literature, in Chapters 2 to 5. I captured learning points and themes at each stage, gradually refining the core components of CSR DNA as outlined in Figure 6.5.

Chapter 2	Chapter 3	Chapter 4	Chapter 5
The link between my contributions and the wider process	Clarity of corporate vision	The need for an identified corporate approach	Corporate identity
Individual impact	Empowering employees to act in line with corporate values	Individual employees can make a corporate and civic impact	Employee impact
The power of collective contribution	The value of dialogue with customers and wider stakeholders	Transparency encourages greater engagement	Customer awareness
The effect on the community	Understanding that every customer is part of the community	Working in partnership strengthens community activities	Partner and community engagement

Figure 6.5: Chapter reflections leading to the identification of the four strands of CSR DNA

The rationale behind the four strands is as follows:

- **Corporate identity** – A consistent corporate lead sets a responsible standard and encourages a climate to which other stakeholders can respond. Porter and Kramer (2006) state that to advance CSR, we must anchor it in the strategies and activities of specific companies. By developing a CSR position statement, Werther and Chandler (2006) believe that this determines organisational perspective, involves senior endorsement, and publicly reinforces the importance of CSR.

- **Employee impact** – For CSR values to be real, employees need to be able to recognise them and buy into the approach. Hall (2010) refers to the connections that are made between employer and employee when the organisation has a good CSR record. He asserts that organisations with high employee engagement have a greater focus on CSR, with employees contributing to CSR initiatives and to improved organisational performance.

- **Customer awareness** – The perception of an organisation's customers can play a key role in influencing its reputation. As Little (2003) states "the success of every business is dependent upon its relationship with all its stakeholders", citing study findings that 86% of consumers have a more positive image of a company that is seen to be doing something to make the world a better place.

- **Partner and community engagement** – In a society increasingly influenced by the speed of global communication and an expectation of transparency, an organisation can flourish if it maintains a meaningful two-way relationship with partners and its communities. As Cannon (1994) points out, firms with a poor reputation in the wider society will find themselves severely disadvantaged, and the new relationship with communities will be one that recognises executive limits and is founded on an understanding of values in the contemporary world.

Indeed, Stephen Howard, Chief Executive of Business in the Community, refers to the links between these strands when referring to the coming of age of corporate responsibility (2011).

He asserts that shareholder return data "confirms that responsible business, when mainlined into the heart of business governance, is a real driver for sustained success – for the bottom line, for employees, customers, and stakeholders".

Corporate identity	Employee impact
<p>The second UK University to introduce a CSR statement.</p> <p>Top level endorsement from the Chancellor and Vice-Chancellor of CSR in publications.</p> <p>The University's vision is "to be a great civic University....."</p> <p>CSR is embedded and communicated in the Corporate Plan, Academic Strategy and University Annual Reviews.</p> <p>Faculties incorporate CSR into academic modules.</p>	<p>The presentation of "the role of CSR in today's university" to the AUA Annual Conference.</p> <p>The University features as best practice due to a number of employee-led institutional achievements, from transparent equal pay work to good carbon management.</p> <p>Collaboration of key employees leads to the integration of Fairtrade and One Water into the institution.</p> <p>Staff forge a fairtrade pottery relationship with Indian Pottery company.</p>
Customer awareness	Partner and community engagement
<p>Drama students visit the University Water Wheel in Lesotho, Southern Africa.</p> <p>Enthusiastic participation by Faculty of Business and Law Students into their CSR competition.</p> <p>Spark FM, a community radio station hosted by students and aimed at 16-25 year-olds in the region.</p> <p>Students extend pottery partnerships to Peru.</p>	<p>The University takes the lead in Sunderland becoming a Fairtrade city.</p> <p>Joint collaboration with civic partners, e.g. in making Chinese New Year a city event and in the promotion of LGB equality.</p> <p>The University becomes one of 10 city partnership low carbon champions.</p> <p>Volunteering community engagements between the University and the voluntary sector, e.g. students working with Age UK.</p>

Figure 6.6: CSR DNA activity at the University of Sunderland

The concept of a CSR DNA within an organisation can be illustrated by many of the activities that I have been directly involved in throughout this report, such as the embedding of initiatives from equal pay audits to One Water, (see Portfolio 4.2.1 and 5.7.1). Perhaps more important to this stakeholder approach are some of the wider CSR activities that are now taking on a life of their own throughout our University, (see Portfolio 5.10.1). These are happening in all strands of our corporate DNA.

As an example, if we apply these activities to the framework, this produces evidence of CSR DNA activity at the University of Sunderland as detailed in Figure 6.6.

This concept of whether organisations have a CSR DNA is one I have referred to in guest lectures (see Portfolio 5.10.1). I have also used it in media opportunities on the radio and in news items such as being interviewed during the student CSR competition, an excellent illustration of a CSR DNA becoming prevalent at the University. It features in web references covering CSR at the University and was introduced as a new heading in the Equality and Diversity Annual Report 2009/10 (see Portfolio 4.4.1).

The framework could be flexible, with references to “faulty” DNA that could be repaired by targeted good practice. In terms of its potential worth, the strength of this approach is in its recognition of the value of contributions across all levels of an organisation. It is a framework that includes all stakeholders – employer, employees, customers, partners and community.

It is a contemporary CSR approach that is appropriate for what Zadek (2001) refers to as a civil corporation, one that actively engages stakeholders in its activities. A modern civic university such as the University of Sunderland is such a civil corporation.

In Chapter 7 I will evaluate the impact of CSR across stakeholders and will use this study to evaluate and test the viability of the framework, making any necessary revisions in Chapter 8. In the meantime, as I close this chapter, I would urge you to think of an organisation that you have an interest in, and I ask – does your organisation have CSR DNA?

Chapter 7 - Evaluation

7.1 Introduction

Werther and Chandler (2006) state that “everything an organisation does interacts with stakeholders. Companies need to build a watertight image.”

This chapter evaluates the impact of the University’s CSR approach on a range of stakeholders. It combines an analysis of existing survey data with new research in order to capture a broad picture of stakeholder feedback, and links this to wider University developments. This range of feedback was achieved by the additional surveying of selected external partners and stakeholders in order to quantify their perceptions of the University and compare these to internal stakeholder data. This covers any gaps in knowledge (Clough and Nutbrown, 2007) and is complemented by sectoral benchmarking evidence.

The chapter also serves as an evaluation of the theoretical basis of my proposed framework; and the reflections of those evaluations will be the basis of the final framework presented in Chapter 8.

7.2 Methods

The chapter presents surveys with key stakeholder groups that were designed to gather perceptions of the University. I conducted all of these surveys personally, with the exception of the all-staff survey which I was able to contribute to with the including of questions on corporate responsibility.

In my own survey work, I have used variations of a Likert scale of ascribing quantitative value to qualitative data, named after its inventor Rensis Likert, a method which

Robson (2002) describes as a reliable means of rating attitudes to questions and measuring strength of feeling.

I am also conscious of Taylor and Bogdan's (1984) recommendation of using mixed methods in order to guard against bias, and I have therefore combined quantitative and qualitative methods in order to obtain richer data, as set out in Figure 7.1.

Stakeholder	Method	Purpose	Year
Staff	Quantitative questionnaire to part-time female staff.	To explore attitudes to the University as an employer following equal pay audit and gender equality work.	2007
	Qualitative focus group work with part-time female staff.		2007
	Analysis of two quantitative all-staff surveys.	To enable comparisons over the period of CSR introduction.	2007 2009
Students	Disabled Student Questionnaires. Analysing quantitative and qualitative data.	To compare student experiences at the University over a six-year period.	2004 2007 2010
	Online student website survey on University responsibility.	To provide stakeholder comparisons.	2010
Partners	Mainly quantitative questionnaire; also including qualitative feedback.	To gauge perceptions of both CSR and the University.	2011

Figure 7.1: Methodologies used to gauge stakeholder views.

7.3 Context

The work I am involved in is founded on principles of trust, fairness and accountability, with the CSR dimension emphasising areas such as responsibility, community and branding. A number of these factors contribute towards the reputation of an institution. Neville and Bell (2005) believe that a corporate reputation emerges from a holistic processing by stakeholders of all available information.

Opinions can also depend on who is being asked the question, as employees, customers and the public will respond according to their direct experience. The relationship an organisation has with all its stakeholders will therefore affect its reputation; as Waddock (2001) states, honestly across stakeholders encourages a stronger perception of corporate integrity.

Birch (2001) argues that good corporate citizenship goes beyond external affairs and needs to be intrinsic to every facet of an organisation's profile. This should involve transparency, inclusivity and dialogue with employees, customers and the public. These are all approaches I work to foster across our activities and, as Hilton and Gibbon (2002) suggest, such a consistent operational approach is more likely to benefit an organisation in generating brand loyalty.

7.4 Staff

7.4.1 Background

In terms of employees, the concept of the psychological contract as described by Argyris (1960) suggests that good working relationships rest on an understanding or "deal" between employer and employees. If both sides honour the deal, this generates trust which encourages a climate of fairness and motivation.

This mutuality of obligation of employer and employee is something I touch on at corporate induction, the beginning of an employee's relationship with the University, saying that respect is the responsibility of us all and that we are all ambassadors for our institution.

Conway and Briner (2005) believe that in order to maintain a positive psychological contract, employers need to establish a climate of fairness which means looking at a whole range of issues including culture, consultation, communications and employer brand. Another aspect of induction is the setting out of our inclusive workplace, our transparent messages, and our relationship with our communities under corporate social responsibility.

The University performs well in external benchmarking processes, rated as a gold status employer with Opportunity Now, a Disability Tick Symbol organisation, an Investors in People employer and a Stonewall Diversity Champion (see Portfolio 4.5.3), all indications of good business practice. But what do University employees think of their own organisation?

7.4.2 Part-time Consultation and Focus Groups

As part of our UK Exemplar Employer status (see Portfolio 4.2.3), the University was committed to following up our Equal Pay Audit findings on the influence of part-time working on the overall gender pay gap, by consulting with part-time female employees in order to gain an understanding of workplace perceptions. In 2007 I circulated a survey to 83 women who were selected on the basis of working part-time in a range of Academic and Support roles.

The questionnaire was completed by 56 members of staff, with responses that prompted me to explore more detailed feedback in three separate focus groups of up to 15 staff working in Academic, Clerical and Manual roles. This improved my personal understanding of our employment culture, which I reflected in a dissertation as part of a CIPD Fellowship qualification I was undertaking at the time. In terms of University outcomes, I fed back the major findings of the study to HR and incorporated them in the Equality and Diversity Annual Report (2007/08) in order to inform our future work on equal pay.

The study showed that the University is supportive of requests of staff to work part-time but that it does not always fully consider the consequences for both individual employees and the institution, with the result that many part-time staff feel under pressure at work (see Figure 7.2). A typical comment in one focus group was “I work Monday to Wednesday, when I come back in on Monday its bedlam”.

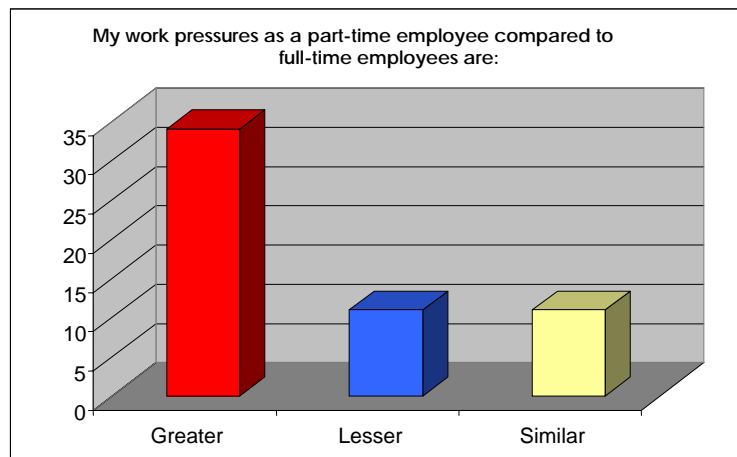


Figure 7.2: Workplace pressures, from part-time employee survey 2007

Despite these pressures, the overwhelming response of participants was that the University is a very good employer that makes staff feel secure and gives them confidence (see Figure 7.3). Coyle-Shapiro et al (2007) argue that employees who identify with an organisation will act in its best interests. One focus group member stated “I’ve worked in the ‘real world’. The University is more supportive as an employer. Here you can be your own person.”

The University as an employer is supportive of women in the workplace

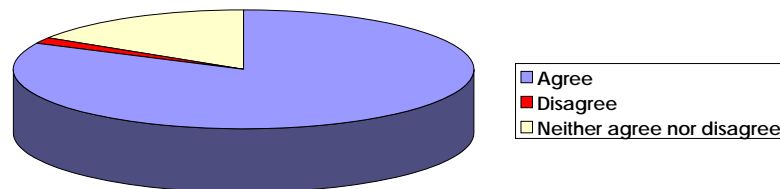


Figure 7.3: Attitudes towards the University, from part-time employee survey 2007

7.4.3 Staff Survey

The positive view of part-time colleagues is replicated in the biennial survey of all staff. This is undertaken by Capita (2011), the largest provider of employee surveys in the UK, and provides comprehensive data that can then be analysed for trends. The survey is distributed to all 1500 staff and had a response rate in 2009 of 61%.

The results show that the University's practices, across its range of activities, are contributing to strong levels of loyalty from staff. Elkington's (1997) triple bottom line refers to the social dimension of organisations that can significantly contribute to employee perceptions of their organisation and its relationship with its community.

From a CSR and diversity perspective the 2009 survey demonstrated positive responses. For example, an average of 96% of staff felt that the University treated people equally regardless of their age, disability, ethnicity, gender, religion or belief, and sexuality.

Staff Survey Question	2007 agree %	2009 agree %	2007/2009 difference	Statistically significant
Do you rate the University as an employer of choice?	61	83	22	Yes
Does the diverse culture of staff and students have a positive impact on the University?	68	83	15	Yes
Does the diverse culture of staff and students have a positive impact on the City?	62	75	13	Yes
I feel proud to work for the University of Sunderland	81	86	5	No

Figure 7.4: Staff Responses 2007 and 2009, ("statistically significant" rating provided by Capita).

The questions in Figure 7.4 above also featured in the survey carried out in 2007. In 2009 these responses showed significant increases in satisfaction ratings. Whilst accepting that survey responses can be influenced by a range of factors, these questions are quite specific. Indeed, the 2009 survey was undertaken at a time when financial constraints were looming on the horizon of higher education, suggesting that the favourable responses were not caused by any "feel good" factor.

I would therefore assert that the upward response trend was influenced by greater levels of awareness of both individual issues and our holistic approach. As a comparison, Campbell and Kitson (2008) cite the Business in the Community *Winning with Integrity* survey, conducted in 2000, that found that 73% of employees are more likely to be loyal to an employer who supports the local community. More recently, Hall's (2010) research indicates that "there is a strong link between employee engagement and the way employees view their employers' CSR approach".

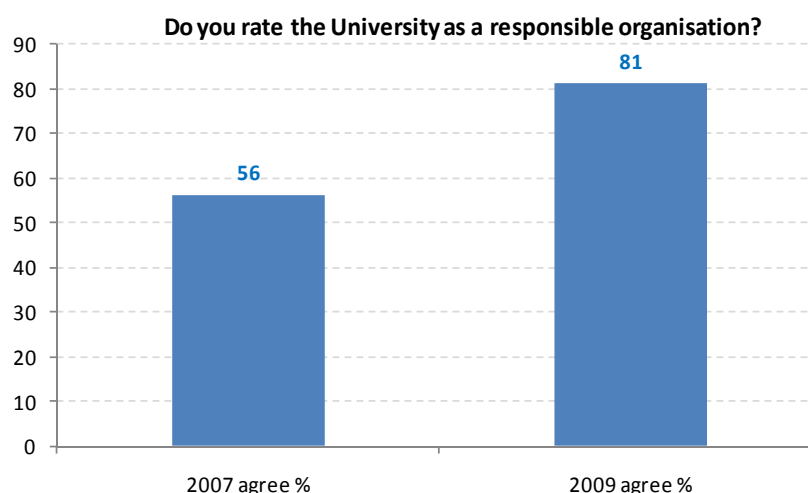


Figure 7.5: Staff Surveys 2007 and 2009

The biggest rise in the Capita surveys was the rating of the University as a responsible organisation, a CSR-related question which I asked HR to be included (see Figure 7.5). The period between these surveys coincided with activities on several fronts such as the installation of our water wheel, greater transparency in the workplace, heightened community involvement and the showcasing of our approach in the CSR statement, activities that can only have helped towards this response.

7.5 Students

7.5.1 Disabled Students Questionnaire

Catska et al (2004) refer to ensuring the incorporation of customer needs into business strategy and practices. My first experience of consulting stakeholders in a quantitative manner was a survey of disabled students. This survey has been undertaken on a

triennial basis since 2004, which has enabled amendments to be made to practice, and progress to be assessed over time.

In addition to specific questions relating directly to disability, I wished to gain an impression as to whether this group of students felt themselves to be valued members of the University community (see Figure 7.6). A level of consistency is shown in these responses, but it is interesting to note that the highest levels of agreement occur in 2010, evidencing ongoing progress in the University being seen as an inclusive place in which to study.

"I feel a valued member of the University Community"	Strongly Agree %	Agree %	Neither %	Disagree %	Strongly Disagree %	Don't Know %
2004	16	37	31	5	2	9
2007	21	34	25	5	5	10
2010	25	38	26	7	0	4

Figure 7.6: Question from Disabled Students' Questionnaires 2004, 2007 and 2010.

This study also provided the opportunity for disabled students to include qualitative information and to begin a dialogue with staff who work with them. The aim was to create a climate of valuing and learning from feedback, both positive and negative. As Andriof and McIntosh (2001) point out, "corporate integrity means that stakeholders are dealt with holistically and honestly". Two responses from 2010 are included in Figure 7.7.

"I just got on with it. I did not receive handouts as requested in the support memo. However, I enjoyed the course and had a positive time."

"The support I received was second to none and I felt valued. At no time did I feel talked down to and for this I was truly grateful."

Figure 7.7: Sample comments from Disabled Students' Questionnaire 2010

7.5.2 Student Survey

Student surveys tend to be focused on their direct experiences at an institution, for understandable service-related reasons. Davies et al (2004) refer to the

interdependency of employees and customers (students in this context) in many organisations and the importance of assessing corporate reputation from both perspectives. I wished to broaden the sources of feedback, and to compare student perceptions with those already received from staff, on the University as a responsible organisation.

I asked Marketing colleagues to place a question on the welcome page of the student website Fuse in 2010 (see Portfolio 5.10.1) which was similar to those asked of other stakeholders. 147 students responded, with 80% indicating that the University is a responsible organisation, revealing a perception which is almost exactly in line with that of staff (see Figure 7.8).

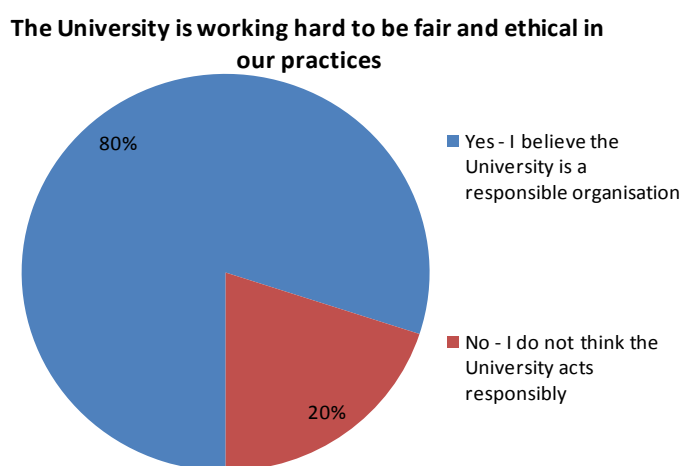


Figure 7.8: Student responses 2010 on the University as a responsible organisation

7.6 Partner and Community Stakeholders

Shahin and Zairi (2007) refer to an implicit social contract between a business and its society. As evidenced in this report, the University has become increasingly visible in its local community with greater partnership working and regular coverage in the local media. It has also strengthened its national profile with involvement in a number of HE sector forums including national contributions for the Equality Challenge Unit for Higher Education (ECU) and JNCHES.

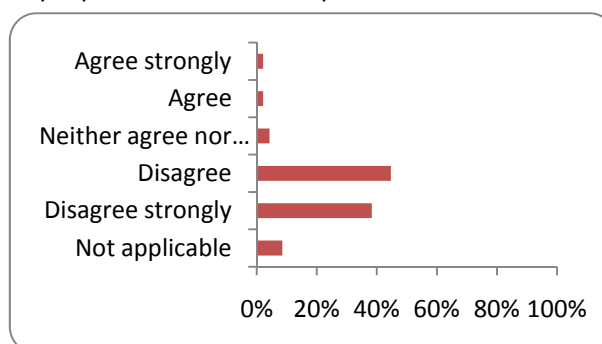
But what do other stakeholders, including partners, feel about the CSR agenda and how do they view the University as an organisation? To answer these questions I compiled a questionnaire which set out to explore internal and external views on CSR and the University. Influenced by Fitzpatrick's (1991) guidance that "it is essential that a questionnaire be piloted", the questionnaire was piloted with a small number of stakeholders, in order to ensure clarity of questions and outcomes.

After making revisions as a result of the pilot exercise, the questionnaire was circulated to 56 key stakeholders who were specially selected due to their roles as influencers in their own organisations and who have knowledge of the University's activities. Four were University staff, namely the Executive, who are integrally involved in strategic decision-making and working with our full range of partners. Five officers of voluntary sector organisations were sampled, together with four from national agencies such as the ECU. These apart, the majority of the questionnaires were distributed to regional partnership decision makers, including chief executives of the City Council, the regional NHS Trust, a local social housing group and a city Further Education College.

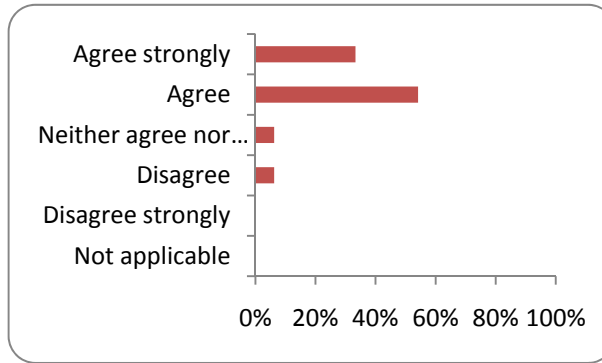
My communication explained the context of the exercise together with ten questions, either as one double-sided sheet of paper or in an online format (see Portfolio 5.10.1). I again used a Likert scale, adding a sixth choice, "not applicable" to the five classic choices ranging from "strongly agree" to "strongly disagree".

At the end of the questionnaire, an eleventh question sought qualitative opinions from the participants, with an option to leave a name or remain anonymous. 48 replies were received, a response rate of 86%, with the results shown in Figures 7.9 and 7.10:

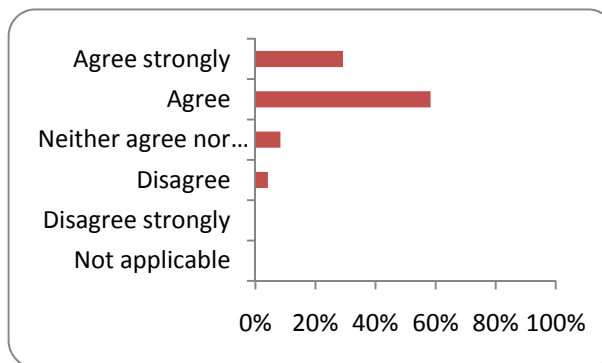
1. An organisation's sole purpose is to maximise profits



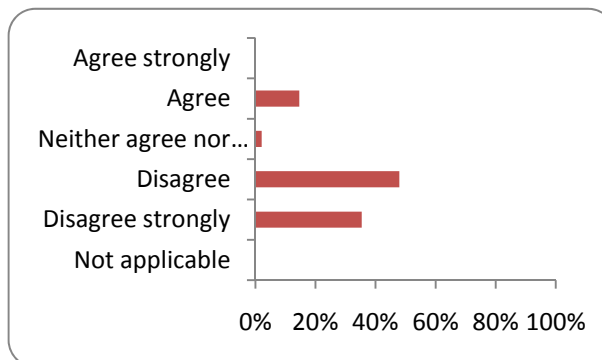
2. CSR principles are integral to my organisation's values



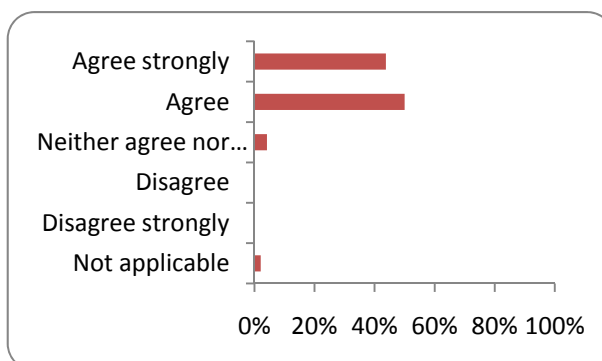
3. I take a personal interest in CSR-related activities in my organisation



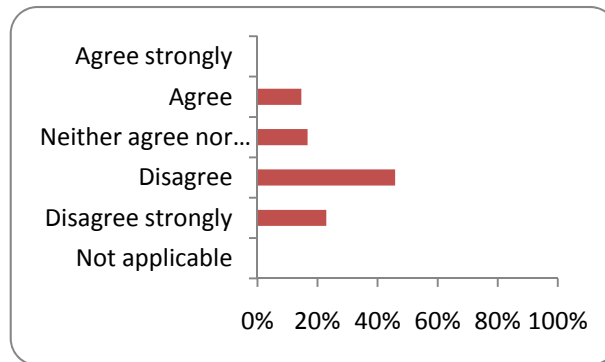
4. CSR activities are a "nice to have", but not essential to our business ethos



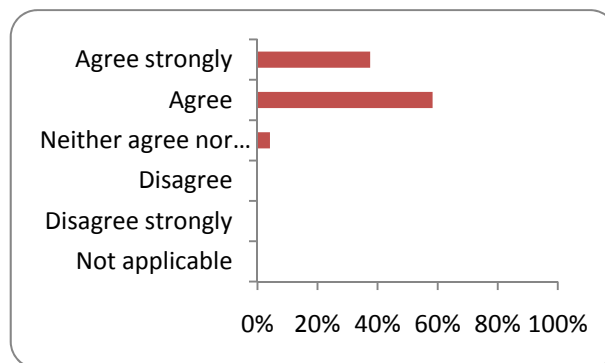
5. CSR related activities strengthen my business



6. In the current economic climate CSR is now less prominent on my agenda



7. I prefer to do business with partners who operate fair practices



8. CSR related activities have a positive impact on the reputation of my organisation

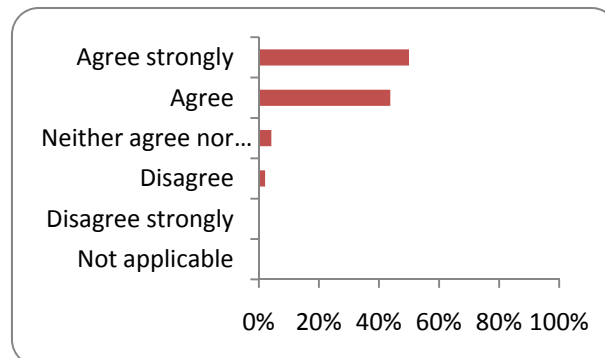


Figure 7.9: Responses to questions 1-8 on attitudes towards CSR

From these eight questions concerning CSR in general, there is significant support of CSR principles. Only 4% agreed with the Friedman-inspired question 1 that an organisation's sole purpose is to maximise profits. Even in the face of economic uncertainty, one comment reflected most responses to question 6, saying that "I firmly believe that in a challenging economic and political climate an organisation must stay true to its core values".

Despite the University being the only organisation of survey recipients that has a conscious CSR identity, 87% agreed in question 2 that CSR principles are integral to their own organisation's values. Participants identified with responsible work within their institutions, with a distinct strand emerging of partners striving to do what they view as the right thing, whatever the label (see Figure 7.11).

"My experience of CSR has been particularly enhanced over the past 2 years where my organisation is seeking to really improve the 'lot' of residents in the communities we serve."

"The term Corporate Social Responsibility is a bit universal, and a bit trendy. The key message is treating people properly."

Figure 7.11: Comments from respondents on their own organisational values

Some comments refer to their understanding of CSR as going further than required by legislation, in line with Carroll's assertion (2001) that "good corporate citizenship must go beyond the law – and engage in ethical practices". Respondents showed an enthusiasm for the principles behind CSR and felt these values can reflect back on an organisation (see Figure 7.12).

"CSR-related activities are sometimes perceived by organisations as something they need to do to adhere to legislation. Instead it should be about doing CSR because it reflects the values of the organisation including a genuine commitment to contribute to society and the wider picture."

"For me CSR defines the soul of the organisation...initiatives prompted by legislation are pre-requisites but not a condition in which CSR can flourish."

Figure 7.12: Comments from respondents on attitudes towards CSR

Being associated with principled activities is important to respondents, with 96% preferring to do business with partners who operate fair practices (question 7). A reliable partner is certainly an attractive option, as evidenced by the comments in Figure 7.13.

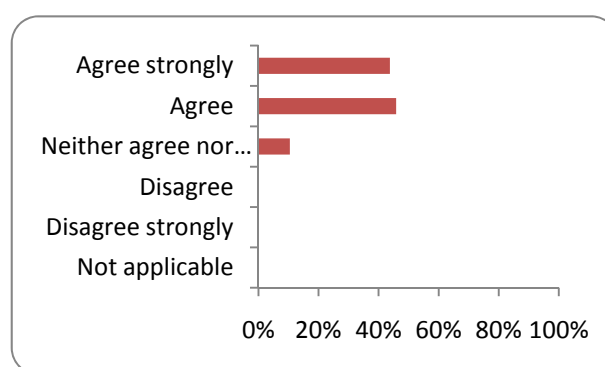
“There are increasingly strong drivers for it [CSR] to be inherent and integral as it makes good business sense.”

“Ethical practice enhances an organisation. Customer perceptions of an organisation are a key driver and often customers look for organisations which hold CSR dear”.

Figure 7.13: Attitudes towards CSR and business.

This affinity towards CSR would seem to put the University in a strong position in terms of working with other organisations, depending on how the University is actually viewed, which prompted the final two questions.

9. The University of Sunderland is a responsible organisation



10. The University of Sunderland set out a Corporate Plan for 2004/05 to 2009/10 and has recently published a new Corporate Plan 2009/10 to 2013/14. In terms of its relationship with its city and its communities then and now, the University is:

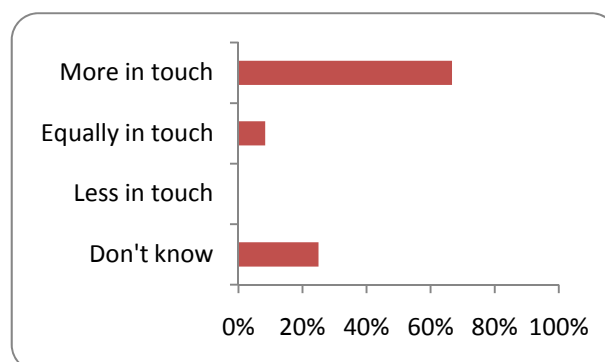


Figure 7.10: Responses to questions 9 and 10 on perceptions of the University of Sunderland

The responses to question 9 illustrate the reputation the University now enjoys, with 90% agreeing that the University is a responsible organisation. Three different survey processes in this chapter have now demonstrated that with key stakeholders - staff,

students and regional and sectoral stakeholders, the University has an excellent reputation.

Such surveys can themselves enhance a reputation, with Elkington (1997) stating that many stakeholders believe that consulting and engaging with partners enhances reputation and increases stakeholder trust.

This reputation brings benefits to the organisation in terms of commitment and brand loyalty and places it well in terms of business relationships. As Cannon (1994) asserts, “when competing for resources, firms with a good corporate reputation in the wider society will find themselves in an advantageous position.”

Question 10 measures reaction to the University’s civic engagement, 67% replying that the University is more in touch with its community now than in 2004, with no responses indicating the contrary. Additional comments referred to the University leading by example, both in direct links with the local community and in wider initiatives such as fairtrade (see Figure 7.14).

“Sunderland University is very proactive and in touch with local community needs and is willing to work in partnership to improve and expand services to students and local people. It is well in touch with corporate social responsibility.” Manager of Young Asian Voices.

“As a key partner in the City, it is encouraging to see the University’s value-based approach being so visibly promoted.”

“The University has the most effective implementation of fairtrade practices of any organisation within the city to my knowledge and leads by example sharing practical experience with others wherever possible.”

Figure 7.14: Responses from partners on the University as a civic institution.

Benson and Harkavy (2000), in response to the separateness between some American universities and their communities, argue “that a democratic cosmopolitan civic university should become not only *in* but *of* their communities”. These responses from partners indicate a two-way relationship between the University and its city.

The range of feedback indicates that these partner and community stakeholders are aware of the University's ethical profile and that they believe it has enhanced the relationship with its communities.

When referring to the modern civic university, Goddard (2009) champions reciprocal arrangements between a university, its partners and the community, which bring benefits to all parties. Responses from stakeholders outline that from their perception the University is putting into practice its aim of being a great modern civic institution.

7.7 Summary: A CSR Profile that complements University achievements

The themes from this range of stakeholder consultations echo the sentiments of Grayson and Hodges (2004) when they refer to their concept of *Corporate Social Opportunity*. "The people we meet, by and large, want to do the right thing. A sustainable business is a business that people value: its employees value it as a great place to work: its customers and suppliers value it as a great place to do business with: the community values it as a great neighbour: and, as a result, investors value it as a business into which it is worth putting their money." This in turn reflects sentiments from the 2005/06 Equality and Diversity Annual Report when I first introduced the term CSR by arguing that organisations known for putting fairness into practice are more likely to project a positive image to the wider community and act as a driver for success (see Portfolio 4.4.1).

We have seen evidence in this report of numerous examples I have been involved in of engagement with the media, speaker participation at conferences, and citation of the University as a best practice organisation. In terms of wider activities across the institution, a broad range of activities have placed the University in robust health as it enters a period of uncertainty in 2011 due to changes in university funding.

Financially, the University has moved from a £1.6m deficit in 2006 to a 12.6m surplus in 2010, following a difficult but transparent approach over budget allocations and resource implications (Financial Report, 2010). In the area of academic focus, the

University consciously placed the student experience at the top of its priorities in the Academic Strategy (2008), a document that itself referred to CSR and working with city partners. It has been rewarded for this approach by becoming the most improved higher education institution for student experience in the Times Higher Awards 2010, during the same academic year that it did not enter the clearing system for recruiting students for the first time since becoming a University in 1992.

The embedding of corporate social responsibility is thus one part of a collection of University achievements in recent years that are contributing to its current profile. In reputational terms, external accreditation is extremely important. Al-Mashari (2005) describes benchmarking as a tool to publicly highlight best practice by an organisation as well as to facilitate continuous improvement.

I would suggest that the 58 universities that participate in Universities that Count are already in the vanguard of CSR activities, in comparison to non-participating institutions that have yet to fully engage in this agenda. It is therefore even more encouraging to note that from these participants, the University comes out at 7% higher than comparators (see Figure 7.15).

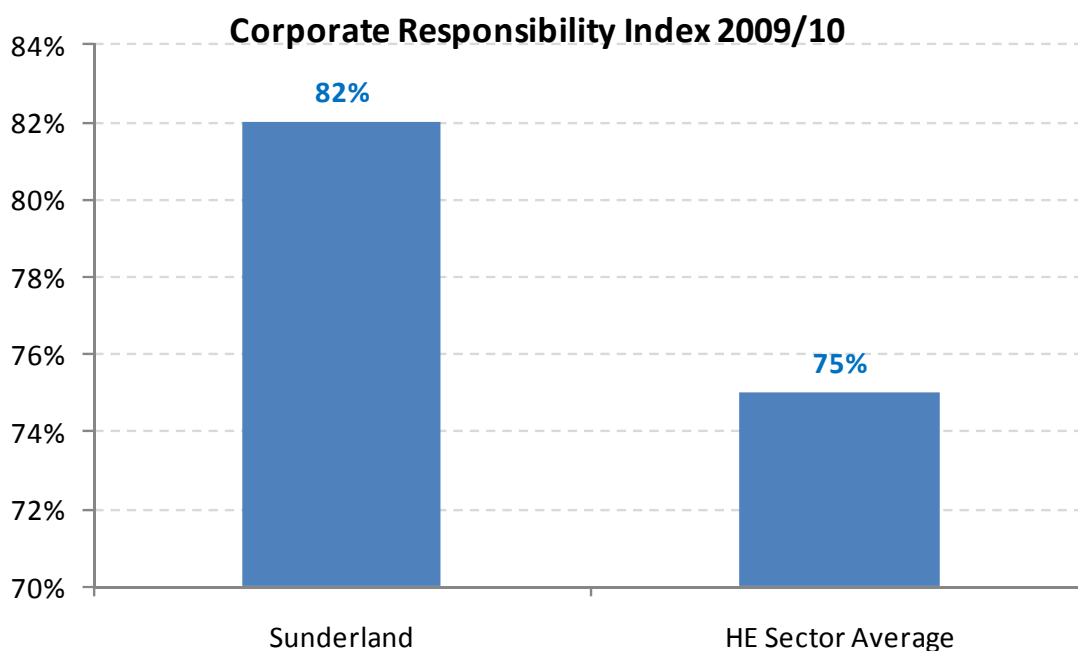


Figure 7.15: Universities that Count Higher Education Benchmarking Results 2009/10
(Source: Universities that Count, 2010)

This benchmarking evidence confirms that our CSR practices are measuring up to our expressed principles; characteristics that we have seen are recognised and valued by our stakeholders.

This evaluation of the impact of the University's CSR approach has covered the four DNA strands that were identified in Chapter 6. Mellahi and Wood (2003) argue that CSR is two-way traffic, with a role and responsibilities for stakeholders as well as the organisation.

Grayson and Hodges (2004) believe that organisations should respect and listen to their stakeholders. This study has demonstrated the value of stakeholder verification to good CSR practice. In terms of applying the learning from this study to refine the CSR DNA framework, Figure 7.16 shows how the evaluations contained in this chapter complement the CSR-related activities evidenced in earlier chapters, as follows:

Strand of CSR DNA Chapter 6	Evidence Chapters 4 and 5	Evaluation Chapter 7
Corporate Identity	CSR embedded in corporate publications.	Universities that Count benchmark CSR performance at 82%.
Employee Impact	A range of employee contributions in line with CSR principles.	81% of staff believe the University is a responsible organisation.
Customer Awareness	Participation by students in their local and international communities.	80% of students believe the University is a responsible organisation.
Partner and Community Engagement	Collaboration by the University in partnership and community initiatives.	90% of regional and sectoral partners believe the University is a responsible organisation.

Figure 7.16: The links between stakeholder evaluations and the CSR DNA framework

Andriof and McIntosh (2001) state that a company's reputation is becoming increasingly important as customers and investors consider reputation as being as significant as price when making decisions. The responses in this study demonstrate that the University is a highly respected institution; and illustrate the value that stakeholder data can bring in terms of inclusion into the CSR DNA framework.

They also demonstrate that the University is behaving as what Zadek (2001) describes as a civil corporation, by going beyond getting their own systems in order and proactively participating in meaningful relationships with its wider society.

Goyder (1998) believes that yesterday's company has different messages for different audiences, whereas tomorrow's company communicates its values consistently, enabling clear understanding and lasting relationships.

The evidence in this chapter from a range of stakeholder and benchmarking data indicates that the University is widely regarded as an ethical institution, a reputation it can build on as it moves forward responsibly.

Chapter 8 – Conclusions

8.1 Introduction

Schon (1983) describes a professional practitioner as someone who can encounter similar situations again and again and, through reflection, make sense of them. This chapter will include reflections on how to approach CSR, influenced by my own experiences. Drawing on the evaluation in Chapter 7, I will propose a refinement to my CSR framework that better captures the interaction between an organisation and its stakeholders.

I will outline the University's relationship with CSR and return to my original aims and objectives to reflect upon the achievement of these. Finally, I will use a combination of stakeholder verification and personal reflection to summarise the contribution made by this work, and outline areas for future work.

8.2 Reflections on CSR practice

In this report I have reflected on a range of individual and collective contributions towards CSR and, in Chapter 6, I propose a structural framework that can be applied by the CSR community of practice; but are there are other lessons that can be drawn? In line with principles of transparency and consistency which have recurred throughout this report, there are two behavioural approaches, both corporate and individual, that I wish to highlight in terms of the application of CSR.

8.2.1 Communication

Post and Berman (2001) identify that as technologies, globalisation and a concern for ethics continue, business relationships with stakeholders will become more vital.

Reputation, image and corporate identity are of growing importance in the face of enhanced customer choice.

Elkington et al (1991) believe that communication is the key to building bridges with stakeholders and partners. They argue that a lot of good work done by companies is not noticed because the right people and organisations are not told about it. The media are not the only interested parties; customers, employees and potential employees should also be made aware. The value of simply telling the right people about the good things companies do is often forgotten.

This is an approach I have reflected throughout my career at the University. By being transparent on equal pay by making information online; introducing values at employee inductions and student lectures; actively promoting corporate messages in a range of national forums and publications; and engaging with the community via the media and with partners through personal involvement, I have promoted principles of fairness and inclusion to a range of audiences.

Elkington et al (1991) urge, “tell the world”, and by doing so this not only projects an image of an organisation but also creates strategic and stakeholder expectations that can translate into new workstreams and engagements. As Kotler and Lee (2005) point out, the public make links between a cause and an organisation, and a company’s interaction with stakeholders therefore shapes its identity.

8.2.2 Patience

Organisational reputation is built by a holistic range of activities over a period of time. If an institution is to espouse CSR credentials then it needs to have a consistently ethical and value-based approach, as stakeholders will make judgements on their own direct experiences.

If an organisation is to become a good corporate citizen, it therefore needs to be seen as such across its activities, which means putting principles into practice consistently.

Zadek (2001) refers to an evolution of an organisation into corporate citizenship, which can only be properly achieved when business activities, governance frameworks and stakeholder relationships combine to secure what he terms civil behaviour. Organisations need to ensure that their own house is in order, whilst at the same time actively engaging with partners and the community in a common purpose.

All this takes time. When we think of Bandura's (1977) social learning theory, that individuals can learn through observation, and then extend this principle to the collection of individuals that constitute an organisation, then it is no surprise that the pace of collective change can be slow.

Elkington et al (1991) remind us not to run before we can walk. They assert that companies can trip up if they move too quickly, and advise organisations to carry out a CSR programme in stages. London (1998) agrees, arguing that by pacing activities carefully with incremental change, the practices will match the vision and internal stakeholders will embrace the principles.

Individuals and organisations therefore need to be realistic and take a patient, longer term, view. Specific projects can of course make an impact and be celebrated, but organisational systems can take longer to earn credibility. When contributing to CSR at the University, I was at times frustrated by the slower than anticipated pace of the introduction of the CSR Statement. However, when it was introduced, the building blocks were in place and the institution was ready to adopt the values strategically.

8.3 The University and CSR

Once the institutional systems are in place, the move to CSR can provide a corporate identity that defines an organisation to its stakeholders. By promoting a CSR Statement and incorporating CSR into strategic planning, the University made its own value statement about the type of institution it is and aspires to be. Post and Berman (2001) assert that such a corporate identity is a fundamental part of corporate citizenship.

Chapter 5 outlined how the Corporate Plan 2009/10-2013/14 (2009) declared that “the University’s approach is clearly defined in its Corporate Responsibility Statement”, with a reference to itself as having a “Corporate and Social Responsibility ethos”.

Grayson and Hodges (2004) refer to those responsible organisations that make a holistic commitment to aligning business values, purpose and strategy with responsible and ethical business practices. They argue that this then creates the environment in which further Corporate Social Opportunities can emerge in the future.

There is now momentum to this work, with CSR activities occurring across the organisation, as articulated in the CSR DNA model. At a civic level, the University’s contribution towards shaping the local community has been recognised by the community and partners, as evidenced in Chapter 7, and reflected in the Sunderland Economic Masterplan (2010) vision of “an entrepreneurial university city in a low-carbon economy”.

As Andriof and McIntosh (2001) remind us, “citizenship means responsibility. It means making a difference in one’s community, one’s society”.

The evidence confirms that the University is acting in line with its vision as a civic university, in touch with and contributing to its community.

When we think of this community, Elkington et al (1991) advise us to “think globally, act locally”. They believe that companies need to set and operate global standards, whilst responding to local diversity.

In the CSR Statement the University defines its communities as local, national and international, and it is now well placed to act as a responsible corporate citizen with the stakeholders and communities it engages with.

8.4 Refining the framework

Campbell and Kitson (2008) refer to the responsibilities of the organisation to society and the responsibilities of that society back to the organisation. In Chapter 6 I proposed a CSR DNA framework that is designed to be holistic and interactive, one that embodies a two-way relationship between an organisation and its stakeholders.

CSR DNA has a life that can generate momentum and responsibility from its constituent parts. The framework captured the range of activities across the strands of this DNA. However, it did not reflect the stakeholder verifications in these strands that were highlighted in Figure 7.16 of Chapter 7.

Depending on the quality of the relationships, the incorporation of these verifications into the framework can either highlight areas of weakness or give greater substance to the CSR achievements. In the University's case, the inclusion of consistently good verifications throughout the DNA strands gives credence to it being seen as a socially responsible organisation.

McIntosh (1994) refers to the requirement on organisations not only to articulate what they stand for but also to provide evidence of these values in action. The inclusion of verifications gives collective credibility to a CSR DNA, by including outcomes from the constituencies with which an organisation is striving to engage.

The final version of the CSR DNA framework is shown as a pro forma in Figure 8.1. This incorporates an image of the X chromosome, to visually portray a CSR influence running through an institution's operations. With both activities and verifications now providing balance to the framework, it can be used to deliver what I would term as a *CSR DNA Profile* of an organisation.

The University of Sunderland CSR DNA Profile is then outlined in Figure 8.2.

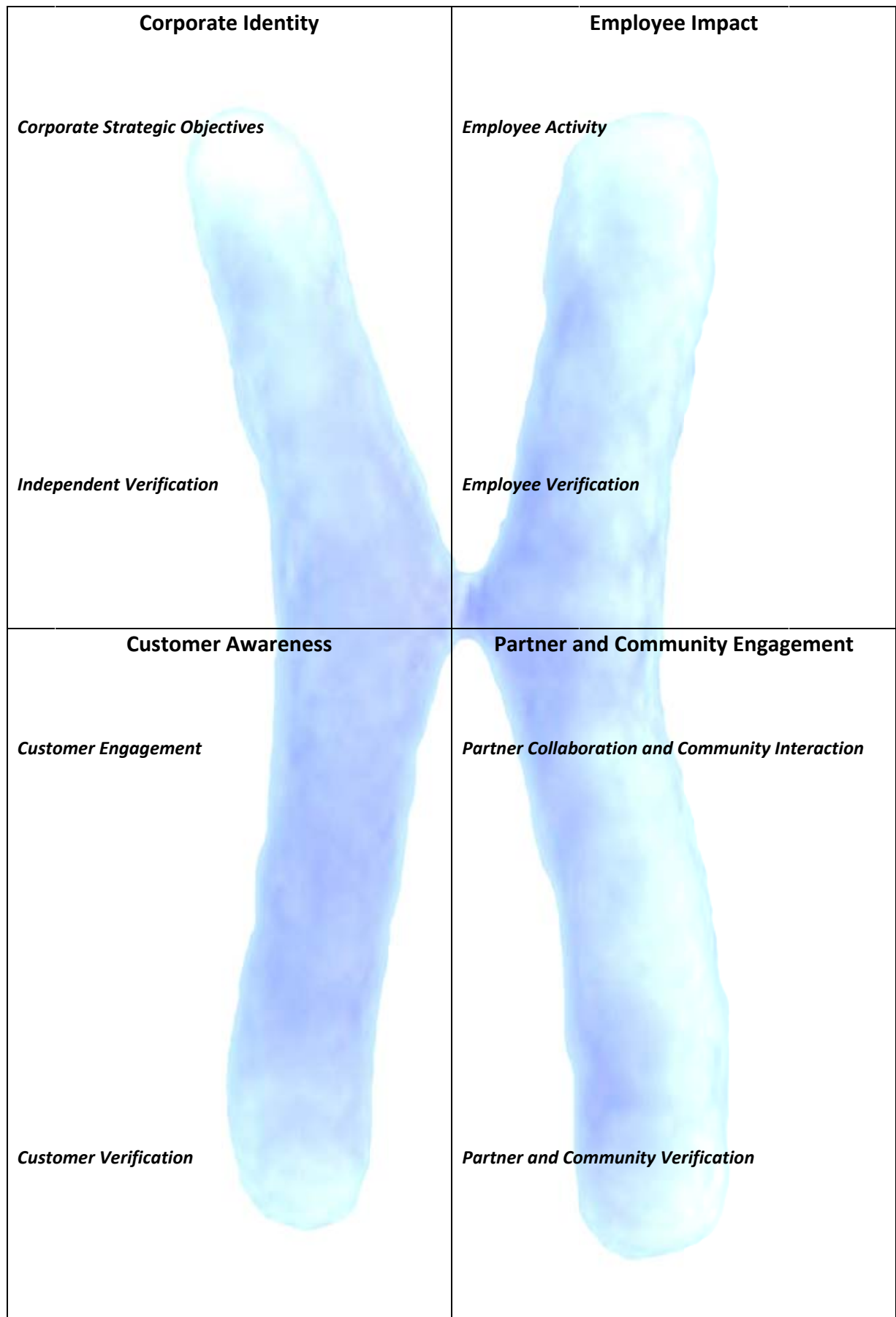


Figure 8.1: Pro Forma for a CSR DNA Profile

Corporate Identity	Employee Impact
<p>Corporate Strategic Objectives</p> <p>The second UK University to introduce a CSR statement.</p> <p>Top level endorsement from the Chancellor and Vice-Chancellor of CSR in publications.</p> <p>The University's vision is "to be a great civic University....."</p> <p>CSR is embedded and communicated in Corporate Plan, Academic Strategy and University Annual Reviews.</p> <p>Faculties incorporate CSR into academic modules.</p> <p>Independent Verification</p> <p>Classified as a Silver Standard University, with an 82% rating, in national Universities that Count CSR benchmarking process.</p>	<p>Employee Activity</p> <p>The presentation of "the role of CSR in today's university" to the AUA Annual Conference.</p> <p>The University features as best practice due to a number of employee-led institutional achievements, from transparent equal pay work to good carbon management and ethical food sourcing.</p> <p>Collaboration of key employees leads to the integration of Fairtrade and One Water into the University.</p> <p>Staff forge a fairtrade pottery relationship with Indian Pottery company.</p> <p>Employee Verification</p> <p>81% of staff believe the University to be a responsible organisation.</p>
Customer Awareness	Partner and Community Engagement
<p>Customer Engagement</p> <p>Drama students visit the University Water Wheel in Lesotho, Southern Africa.</p> <p>Enthusiastic participation by Faculty of Business and Law Students into their CSR competition.</p> <p>Spark FM, a community radio station hosted by students and aimed at 16-25 year-olds in the region.</p> <p>Students extend pottery partnerships to Peru.</p> <p>Customer Verification</p> <p>80% of students believe the University to be a responsible organisation.</p>	<p>Partner Collaboration and Community Interaction</p> <p>The University takes the lead in Sunderland becoming a Fairtrade city.</p> <p>Joint collaboration with civic partners, e.g. in making Chinese New Year a city event and in the promotion of LGB equality.</p> <p>The University becomes one of 10 city partnership low carbon champions.</p> <p>Volunteering community engagements between the University and the voluntary sector, e.g. students working with Age UK.</p> <p>Partner and Community Verification</p> <p>90% of partners believe the University is a responsible organisation.</p>

Figure 8.2: The University of Sunderland CSR DNA Profile

8.5 Reflecting upon the project Aims and Objectives

In this section I will reflect upon the original aims and objectives as set out in Chapter 1. Against the aims and each objective, I will review how they have been achieved.

The aims of this project were to:

- ***Capture a journey towards CSR in a modern civic university and my role in this.***

In Chapters 4 and 5 I outlined how a series of programmes of work with common principles had created an environment for the introduction of CSR. I also set out how, by acting in what Middleton (2007) describes as someone who “moves across internal and external boundaries to lead beyond authority”, I was able to play a key role in launching and embedding CSR at the University of Sunderland.

- ***Evaluate the impact of CSR on stakeholders and the wider community.***

Examples throughout the report and portfolio provide qualitative examples of the impact of CSR. May et al (2007) argue that the perceptions of stakeholders can make or break a CSR reputation. A quantitative evaluation of CSR impact was detailed in Chapter 7, which outlined that in each of four categories; corporate benchmarking; employees; student stakeholders; and partners and community; the University received over 80% approval ratings as a responsible organisation.

- ***Propose a new framework for CSR in a modern civic university.***

Wilkinson and Pickett (2009) refer to the growing importance of social interaction between individuals, organisations and their society in the 21st century. In Chapter 6 I proposed a CSR DNA framework that evidences stakeholder engagement and will better enable a modern civic University to be accessible, outward looking and with remarkable local impact (CSR Statement, 2009). I refined this in Chapter 8 to create a living two-way DNA between an organisation and its employees; customers; and partners and community.

The objectives of this project and how they were met are outlined in Figure 8.3.

Objective	How achieved
To reflect on my early experiences in order to explore my core values and to understand how individuals can make a difference (Chapter 2).	Chapter 2 described the evolution of my personal ideals and illustrated, via my experiences in South Africa, how individuals can make a significant contribution to corporate goals.
To critically review literature relating to CSR and the civic university (Chapter 3).	Chapter 3 defined CSR and the civic university and linked their rationales to the emerging theme of corporate citizenship. It also demonstrated the need for a new approach for CSR.
To undertake action research and reflect on the development of a range of activities which I propose pave the way for a CSR culture (Chapter 4).	Chapter 4 set out a programme of action research work underpinned by principles of respect and equity that interacted with staff, students and the wider community, with a consistency of approach that created a climate for CSR.
To reflect on the introduction of a CSR statement and the embedding of principles into corporate strategy and practice (Chapter 5).	Chapter 5 detailed the launch of a CSR Statement and outlined how the principles were quickly embedded into corporate strategy and acted upon across the University's culture, communications and operations.
Based on the evidence in the literature and the action research and reflections above, to propose a framework for CSR within a civic university (Chapter 6).	Chapter 6 considered options for an appropriate holistic new CSR framework for a civic university - CSR DNA, consisting of four strands: Corporate identity; Employee impact; Customer awareness; and Partner and community engagement.
To evaluate the impact of CSR at the University across its stakeholders, and wider implications for the CSR community of practice (Chapter 7).	Chapter 7 combined qualitative and quantitative research to demonstrate the impact of CSR, and demonstrated the importance of stakeholder verification to good CSR practice.
To draw conclusions and lessons for practice, and propose a final framework of CSR in a civic university (Chapter 8).	Chapter 8 summarises achievements, reflects on experiences to highlight behaviours that can complement a CSR journey, and proposes a refined interactive CSR DNA framework for a modern civic university.

Figure 8.3: Description of objectives and how they were achieved

8.6 The contribution of this work

8.6.1 Personal impact

Birch (2001) states that good CSR practice is more than philanthropy, it is about empowerment, with the difference that CSR makes to an organisation being the empowering of itself and its stakeholders.

My work in this report is all about empowerment; whether removing barriers by contributing to free elections in South Africa or encouraging a level playing field by consulting with disabled students to improve practice.

This report has charted my contribution to CSR throughout my University career. Carroll (2001) refers to themes of dignity and respect as being the glue that holds everything else together in an organisation, as these themes are stakeholder inclusive. Principles of inclusion and fairness that have underpinned my approach can be applied across all strands of activity and feed into wider strategic CSR aims.

These principles have helped me to continuously widen the debate by highlighting common principles between areas of work. My outputs have become increasingly holistic during the personal and corporate journeys towards CSR:

- In University documents, from the Equal Pay Audit in 2003; the Equality and Diversity Report in 2005; to the CSR Statement in 2009.
- In externally accredited awards, from Equal Pay and Gender in 2006 and 2007; Race in 2008; to Equality and Diversity in the Workplace in 2009; with a CSR application pending in 2011.
- In benchmarking achievements, from Gender with Opportunity Now from 2006; Sexual Orientation with Stonewall from 2007; to CSR with Universities that Count from 2010.

- In speaking engagements, from *Embedding Gender Equality* in 2007; *Meaningful Consultation across Diversity Strands* in 2008; to *The Role of CSR in Today's University* in 2009.
- In external publications, from a refereed paper in the *International Journal of Diversity in Organisations, Communities and Nations* (Smith, Andrew and Devlin, 2005); featuring in publications such as the *Equal Opportunities Review* and *Diversity at Work in 2007*; cited as best practice by *People Management* and the *Fawcett Society*; being regularly featured in the regional media (2007-11) on a range of issues; to appearing as exemplar case studies on the *Equality and Human Rights Commission* and *Opportunity Now* web sites (2011)

Gao and Zhang (2001) refer to the importance of organisations reporting on their social performance to stakeholders. My introduction of our reporting mechanisms, online information and regular initiatives is intended not only to be transparent and accountable; it is also designed to engage. Across all audiences, I am conscious of stressing the University's holistic approach. This has contributed to an organisational brand for the University as a fair institution on websites, the media, in publications, and with our communities.

In terms of verifying my role in the CSR journey, I use examples of feedback from the four identified CSR DNA strands to illustrate perceptions of the University's progress and of my personal contribution to this, as shown in Figures 8.4 to 8.7:

CSR DNA strand: Employee Impact

"Corporate Social Responsibility runs through the core of the University's mission and character. It characterises our values and our way of working. It gives us a tangible return on investment and a distinctive, endearing brand value. Finally, it is valued by our colleagues and students and underlines their loyalty, commitment and contribution. A value-chain which is truly virtuous!"

Figure 8.4: Comment from one of four internal employees who completed the CSR questionnaire

CSR DNA strand: Customer Awareness

“It is a shame that more companies do not follow the lead of Sunderland University and actively facilitate and openly demonstrate CSR. Sunderland would be a much better place if every firm did this.”

Figure 8.5: Comment from a student union officer in the CSR questionnaire

CSR DNA strand: Partner and Community Engagement

“I’ve really enjoyed hearing more about Sunderland. Your CSR journey is certainly picking up pace. I think you have one of the most well-thought through CSR Statements that I’ve come across. I particularly like the way you pick up on existing reputational facts – such as your passion for the locality in which you are based. This is a good consistent message.

I would be absolutely thrilled if you would consider writing a short think-piece on how Sunderland developed its CSR Statement. Paul – your energy and passion comes through whenever I hear you talk about it! If you think “Sunderland’s story” might be something you would like to share it would make interesting reading.”

Figure 8.6: Extract from an email from CSR Consultancy Ltd, 25th July 2009, following the close of the 2009 Universities that Count submission.

CSR DNA strand: Corporate Identity

“As a University, we have always sought to be a responsible partner to our community and to create an environment that furthers the achievement of our students and staff. Paul Andrew works passionately across a number of areas in our University and City in line with these ideals. By pulling together a Corporate Social Responsibility statement, Paul has collected activities that exemplify our values and that fit organically with our identity as a civic University.

These values are integral to our corporate planning and I know from my conversations with students and staff that they are proud to be associated with them. I am also aware from the excellent relationships we have with partners at home and abroad of the momentum this work has given to the University, which is regarded across our operations as a trusted partner. As we enter new domestic and international challenges, I believe that our brand as a responsible institution will continue to inform our activities and to strengthen the reputation of the University of Sunderland.”

Figure 8.7: Testimonial from the Vice-Chancellor and Chief Executive, University of Sunderland, 18th February, 2011.

These verifications provide an indication of the cross-stakeholder momentum the CSR profile now has at the University. CSR Consultancy Ltd in the email to me of July 2009 (see Portfolio 5.9.1) describe the CSR Statement as “an essential tool in understanding what CSR means to Sunderland and its power to start pushing the agenda even further now that it exists”.

CSR has helped to define the University and this opens the door to further activities in line with what are now corporate objectives.

London (1998) describes a change agent as someone who converts an issue into a felt need. When I think of the pathway to CSR, this began with the equal pay audit, an initiative that is now embedded and informs our practices; and which is now an institutional expectation each year.

Similarly, on a much wider scale, CSR is now embedded, with the Vice-Chancellor stating that “it fits organically with our identity as a civic University” and that it is “integral to our corporate planning” (see Figure 8.5). This fits the developing culture of the University, with the CSR DNA Profile shown in Figure 8.2 demonstrating that a CSR DNA is taking on life across the University and its stakeholders.

8.6.2 Contribution to professional practice – a framework for CSR assessment

This action research has proposed a new framework of CSR; namely CSR DNA. In Chapter 3 I discussed the evolution of existing CSR approaches and in Chapters 6, 7 and 8 I refined the CSR DNA framework into one which includes evidence and verification from a holistic range of stakeholders.

This framework is specifically designed for a modern civic university, one that seeks to respond to, and inform, agendas in its communities (Goddard, 2009). I would also submit it for use by any organisation that is striving to be a good corporate citizen; organisations that shape their corporate identity through their stakeholder interactions (Birch, 2001).

For the wider CSR community, the framework has practical value. Most existing approaches, such as McWilliams and Siegel (2001) and Shahin and Zairi (2007), are theoretical and encourage organisations to consider their structures and practice. Few provide the opportunity for an organisation to assess its progress and thereby offer routes to improvement.

The CSR DNA framework includes a pro forma that allows organisations to seek evidence and verification of CSR practices and which will prompt good practice from them in order to address any identified gaps. Holland and Gibbon (2001) highlight the value of assessment to deliver CSR credibility in an age of increasing awareness; the CSR DNA approach will help organisations to achieve this credibility.

Goyder (1998) believes that tomorrow's company is clear about its purpose and values; and that it respects partnerships and relationships with stakeholders. I would argue that the CSR DNA framework, with its emphasis on corporate identity and two-way relationships with stakeholders, can also be used by tomorrow's companies to evidence and verify their own CSR progress.

8.7 Future work: the journey continues

When working in areas of CSR, it is important to retain a sense of perspective and realism. As Shahin and Zairi (2007) note, no corporation is perfect, just as no person is perfect. In the modern business environment, however, society increasingly demands that corporations be responsible in their behaviour. In this environment a company that claims to be a good corporate citizen should accept and embrace the need for CSR.

I am one rower in a University boat, but if we are all rowing in the same direction, a direction I have helped to set, we will have more impact (see Figure 8.8). Portfolio section 5.6.3 reproduces the testimonial from the Vice-Chancellor (see Figure 8.7), someone who fits Carroll's (1991) description as a moral leader who is a powerful ally for successful corporate citizenship.



Figure 8.8: University students and staff at the conclusion of a Faculty CSR activity competition

With the empowerment of such institutional leadership, I have been able to act in what Zadek (2001) refers to as a CSR leadership role in an organisation that was ready to be defined as having a CSR ethos. This in turn has brought additional meaning to the vision of being a great civic university.

Post and Berman (2001) remind us that in a world of increasing communications most corporations remain far from their potential for aligning civic engagement with their business activities. For this reason, they argue that stakeholder relationships will become even more important. I have witnessed the value of communicating with stakeholders in progressing CSR, for example with students being inspired to visit Southern Africa when learning of the University water wheel (see Portfolio 5.7.1).

The CSR DNA framework is one that can be used by organisations, large or small, on a corporate basis or on a range of levels. At the University, for example, it could be adopted by Faculties and Services to check their own CSR DNA profiles against the corporate profile. The framework has been refined after testing to include stakeholder verification; but acknowledging the lessons learned from piloting new work, (Fitzpatrick, 1991), it will be practised and reviewed as it is applied more widely.

Campbell and Kitson (2008) highlight the influence of transparency from organisations that are seen as exhibiting CSR values in encouraging other organisations to further their own progress. In this spirit of good CSR practice, the framework's principles and results will be shared with other universities and organisations to enable them to discover their own CSR DNA profiles.

In capturing my contribution in the University's journey towards corporate social responsibility, I recognise that there is more to be done and look forward to continuing to work to make a difference.

From my own perspective, I will continue to encourage a University culture based on principles of mutual respect and inclusion. I will also seek to build upon the civic profile that the University now has across many levels, in order that it continues to act in a manner befitting a good corporate citizen (Zadek, 2001).

Moreover, with CSR practice becoming increasingly global, (Mellahi and Wood, 2003), I will strive to work with colleagues to encourage an international approach that is one of equal partnership or empowerment, whichever is the more appropriate, in line with the University's principles of being a responsible international partner (CSR Statement, 2009).

Any such work will be conducted openly, with stakeholder dialogue, in a manner that can facilitate further progress in line with CSR principles, whether by partners or practitioners.

By sharing this experience, I hope that other individuals and organisations will now find it easier to examine their own CSR DNA and be encouraged to take steps in their own CSR journeys; journeys that will be extremely worthwhile as relationships between organisations, stakeholders and communities continue to evolve.

References

- Adams, R. (1993) Typhoo puts the "T" in TQM: Premier teas and Fair Trade. In: McIntosh (ed) Good Business, Case Studies in Corporate Social Responsibility. Bristol: SAUS Publications.
- Allan, A., Atkinson, E., Brace, E., DePalma, R., Hemingway, J. (2008) Speaking the unspeakable in forbidden places: addressing lesbian, gay, bisexual and transgender equality in the primary school. Sex Education: Sexuality, Society and Learning. 8(3), pp. 35-328
- Al-Mashari, M. (2005) The Role of Benchmarking in Best Practice Management and Knowledge Sharing. The Journal of Computer Information Systems 45(4), pp 14-31
- Andrew, P. (2010) Equality and Diversity. [online] York, UK Future TV. Video available from <http://www.ukfuturetv.com/paulandrew.wmv> [accessed 30th March 2011] Time code 09:40-12:18
- Andriof, J. and McIntosh, M. (eds) (2001) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited.
- Argyris, C. (1960) Understanding organizational behaviour. Homewood, Illinois: Dorsey Press.
- Armstrong, A., Cummins, A., Hastings, S., Wood, W. (2003) Job Evaluation: A guide to achieving equal pay. London: Kogan Page.
- Arup, O. (2010) A Better Way. [online] Available from [http://www.arup.com/About us/A better way.aspx](http://www.arup.com/About_us/A_better_way.aspx) [accessed 28th June 2010]
- Athena SWAN Homepage <http://www.athenaswan.org.uk/html/athena-swan/> [accessed 14th January 2011].
- Atkinson, G. (2000) Measuring Corporate Sustainability. Journal of Environmental Planning and Management. 43(2), pp. 235-252
- Bahree, M, Child Labor, Forbes magazine 25th February 2008 p 72-79
- Balloch, S. and Taylor, M. (2001) Partnership working: Policy and practice. Bristol: Policy Press.
- Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.

Baker, M. (2006) foreword to Werther, W. B. and Chandler, D. Strategic Corporate Social Responsibility: Stakeholders in a Global Environment. California: Sage Publications Inc.

Benson, L. and Harkavy, I. (2000) Higher Education's Third Revolution: The Emergence of the Democratic Cosmopolitan Civic University. Cityscape: A Journal of Policy Development and Research. 5(1), pp. 47-57

Birch, D. (2001) Corporate Citizenship; Rethinking business beyond corporate social responsibility. In: Andriof, J. and McIntosh, M. (eds) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited, pp. 53-65

Bjornlund, E. C. (2004) Beyond Free and Fair: Monitoring Elections and Building Democracy. Baltimore, MD: John Hopkins University Press.

BQ magazine Issue 6 (2009) Corporate Social Responsibility Special Report – <http://www.bq-magazine.co.uk/northeast/>.

Boyer, E. P. and Webb, T. G. (1992) Ethics and diversity: a correlation enhanced through corporate communication. Professional Communication, IEEE Transactions. 35(1), pp. 38-43

Bradley, I. (2007) Enlightened Entrepreneurs: Business Ethics in Victorian Britain. Oxford: Lion Hudson.

Brown, E and Cloke, J (2009) Corporate Social Responsibility in Higher Education, ACME International E-Journal for Critical Geographies 2009, 8 (3), 474-483

Burchell, J. (ed) (2008) The Corporate Social Responsibility Reader. London: Routledge.

Business for Social Responsibility homepage (2011). Available from <http://www.bsr.org> [accessed 21st August 2010].

Business in the Community homepage (2011) Available from: <http://www.bitc.org.uk> [accessed 30th March 2011]

Campbell, R. and Kitson, A. (2008) The Ethical Organisation. 2nd edition. Basingstoke: Palgrave MacMillan.

Cannon, T. (1994) Corporate Responsibility. London: Pitman Publishing.

Capita Surveys homepage (2011) [online] Available from <http://www.capitasurveys.co.uk> [accessed 30th March 2011]

Carlson, E. A. (2009) Podcasts, Blogs, and Webinars. Orthopaedic Nursing. 28(1), pp. 25-26

Carr-Saunders, A.M. (1938) Consumers co-operation in Great Britain: an examination of the British Co-operative Movement London, George Allen and Unwin.

Carroll, A. (1991) The Pyramid of Corporate Social Responsibility: Toward the moral management of organizational stakeholders. Business Horizons. 34(4), pp. 39-48

Carroll, A. (2001) The moral leader: essential for successful corporate citizenship. In: Andriof, J. and McIntosh, M. (eds) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited, pp. 139-150

Castka, P., Balzarova, M.A., Bamber, C.J., & Sharp, J.M. (2004) How can SMEs effectively implement the CSR Agenda? A UK Case Study Perspective. Corporate Social Responsibility and Environmental Management. 11(3), pp. 140–149

Checkoway, B (2001) Renewing the Civic Mission of the American Research University. The Journal of Higher Education. 72(2), pp. 125-147

Chartered Institute of Personnel Development (2003) Corporate Social Responsibility and HR's role. London: CIPD.

Clements, P. and Spinks, T. (2006) The Equal Opportunities Handbook. 4th edition. London: Kogan Page.

Clough, P. and Nutbrown, C. (2007) A Student's Guide to Methodology. 2nd edition. London: Sage Publications.

Cohen, E. (2010) CSR for HR: A Necessary Partnership for Advancing Responsible Business Practices. Sheffield: Greenleaf Publishing.

Cole, R.S. and Perides, M.E. (1996) An Evaluation of the Influence of Human Capital Investment on Organisational Culture and Performance within Health and Social Care Organisations. University of Surrey.

Collins, J. (2001) Good to Great. New York: Harper Collins.

Collins English Dictionary (2011) [online] Available from <http://www.collinslanguage.com/> [accessed 30th March 2011]

Commission for Equality and Human Rights homepage (2011) [online] Available from <http://www.equalityhumanrights.com/> [accessed 30th March 2011]

Conway, N. and Briner, R. B. (2005) Understanding Psychological Contracts at Work: A Critical Evaluation of Theory and Research. Oxford: Oxford University Press.

Coyle-Shapiro, J. A-M. and Shore, L. M. (2007) The employee-organization relationship: where do we go from here? Human Resource Management Review. 17(2), pp. 166-179

Cronin, C. and Roger, A. (1999) Theorizing progress: Women in science, engineering, and technology in higher education. Journal of Research in Science Teaching. 36(6), pp. 637-661

Creswell, J. and Plano-Clark, V. (2007) Designing and Conducting Mixed Methods Research. London: Sage Publications.

Cryer, P (1981) Who are the staff developers in UK universities and polytechnics? Higher Education, Vol 10, Number 4

Davies, G., Chun, R., da Silva, R. V. and Roper, S. (2004) A Corporate Character Scale to Assess Employee and Customer Views of Organization Reputation. Corporate Reputation Review. 7(2), pp. 125-146

Dean, K. W. (2008) Values-Based Leadership: How Our Personal Values Impact The Workplace. The Journal of Values Based Leadership. 1(1), pp. 59-66

Department for Communities and Local Government (2007) Towards a Fairer Future, Women and Work Commission Guidance. London: Communities and Local Government Publications.

Dowling, G. (2006) How Good Corporate Reputations Create Corporate Value. Corporate Reputation Review. 9(2), pp. 134-143

Drath, W. H. and Pauls, C. J. (1994) Making Common Sense. Greensboro, NC: Center for Creative Leadership.

Dunphy, D. C., Griffiths, A. and Benn, S. (2003) Organisational Change for Corporate Sustainability. London: Routledge Publishing.

Dyllick, T. and Hockerts, K. (2002) Beyond the Case for Corporate Sustainability. Business Strategy and the Environment. 11(2), pp. 130-141

Elkington, J. (1997) Cannibals with Forks, The Triple Bottom Line of 21st Century Business. Minnesota: Capstone.

Elkington, J., Knight, P., Hailes, J. (1991) The Green Business Guide How to take up – and profit from – the environmental challenge. London: Victor Gollancz Ltd.

Equality and Human Rights Commission (2010) Proposals for Measuring and Publishing Information on the Gender Pay Gap. London: Equality and Human Rights Commission.

Equality Challenge Unit and Higher Education Academy (2010) Strategic approaches to disabled student engagement: case studies. London: ECU.

Fawcett Society homepage (2011) [online] Available from <http://www.fawcettsociety.org.uk> [accessed 30th March 2011]

Fenwick, T. and Bierama, L. (2008) Corporate social responsibility: issues for human resource development professionals. International Journal of Training and Development. 12(1), pp. 24-35

Fisk, P (2010) People, Planet and Profit, London, Kogan Page.

Fitzpatrick, R. (1991) Surveys of patient satisfaction: - Designing a questionnaire and conducting survey. British Medical Journal. 302, pp. 1129-32

Freeman, R.E. (1984) Strategic management: A stakeholder approach. Boston, Pitman.

Friedman, M. (1962) Capitalism and Freedom. Chicago: University of Chicago Press.

Friedman, M. (1970) The Social Responsibility of Business is to Increase its Profits. New York Times Magazine. 13 September.

Frederick, W.C., Post, J.E. and Davis, K. (1992) Business and Society. 7th edition. Maidenhead: McGraw-Hill.

Gao, S. and Zhang, J. (2001) A comparative study of stakeholder engagement approaches in social auditing. In: Andriof, J. and McIntosh, M. (eds) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited, pp. 239-255

Glassman, M. and McAfee, R. (2005) Pay Inversion at Universities: Is It Ethical? Journal of Business Ethics. 56(4), pp. 325-333

Goddard, J. (2009) Reinventing the Civic University. NESTA Provocations. London: NESTA.

Goyder, M. (1998) Living Tomorrow's Company. Aldershot: Gower.

Grayson, D. (2009) Corporate Responsibility and Sustainability: what is it, what it means for the higher education sector - and what HR professionals should do about it. Plenary speech to the annual conference of the Universities' Personnel Association, Europa Hotel, Belfast, 13th May 2009.

Grayson, D. and Hodges, A. (2004) Corporate Social Opportunity! Sheffield: Greenleaf Publishing.

Habisch, A (2001) foreword to Andriof, J. and McIntosh, M. (eds) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited, pp 11-12

Hall, R (2010) CSR worth the investment CA Magazine May 2010, Vol. 143 Issue 4, p12-12

Halpern, D (2010) The Hidden Wealth of Nations Cambridge, Polity Press.

Hamil, S. (1993) Building on Ethics: Ove Arup and Corporate Social Responsibility. In: McIntosh (ed) Good Business, Case Studies in Corporate Social Responsibility. Bristol: SAUS Publications.

Hamil, S. (1993) Britain's Best Employers? London: Kogan Page.

Hediger, W (2010) Welfare and capital-theoretic foundations of corporate social responsibility and corporate sustainability. Journal of Socio-Economics. 39(4), pp. 518-526

Henderson, D. (2001) Misguided virtue: false notions of corporate social responsibility. London: Institute of Economic Affairs.

Henderson, V. E. (1992) What is Ethical in Business? New York: McGraw Hill.

Higher Education Funding Council for England (2008) HEFCE corporate social responsibility policy 2008-2014. Bristol: HEFCE.

Higher Education Funding Council for England (2006) The higher education workforce in England: A framework for the future. Bristol: HEFCE, 2006/21

Hilton, S. and Gibbons, G. (2002) Good Business: Your World Needs You. London: Texere.

Hoskins, T. (2008) The ICSA Corporate Social Responsibility Handbook: CSR and Non-Financial Reporting For Business. 2nd edition. London: ICSA Publishing.

Jayne, M. E. A. and Dipboye, R. L. (2004) Leveraging diversity to improve business performance: Research findings and recommendations for organizations. Human Resource Management. 43(4), pp. 409-424

Jetter, M. (1993) Minding the shop: Sainsbury's equal opportunities policy and women. In: McIntosh (ed) Good Business, Case Studies in Corporate Social Responsibility. Bristol: SAUS Publications.

John, N. (2000) The Campaign against British Bank Involvement in Apartheid South Africa. African Affairs. 99(396), 415-33.

Korten, D. (2001) The Responsibility of Business to the Whole. In: Starkey, R. and Welford, R (eds) Earthscan Reader in Business and Sustainable Development. London: Earthscan Ltd.

Kaplan, R. (2008) Reaching Your Potential. Harvard Business Review. 86(7/8), pp 45-49.

Kippenberger, T (1997) Marks & Spencer: A Revolutionary in Retailing Emerald Group Publishing Limited, v2 n6 p32-36.

Kollewe, J. (2006) Barclays faces apartheid court action. The Independent. [online] Available from <http://www.independent.co.uk/news/business/news/barclays-faces-apartheid-court-action-523883.html> [accessed 30th March 2011]

Kotler, P. and Lee, N. (2005) Corporate Social Responsibility: Doing the most good for your company and your cause. Hoboken: John Wiley & Sons, Inc.

Lee, N-J. (2009) Achieving your Professional Doctorate. Maidenhead: Open University Press.

Little, C. (2003) The Business Case for Corporate Responsibility. London: Business in the Community.

London, M. (1988) Change Agents. San Francisco: Jossey-Bass.

London Metropolitan University (2010) Strategic Plan 2010/13. London. London Metropolitan University.

Mares, R. (2010) Global Corporate Social Responsibility, Human Rights and Law: An Interactive Regulatory Perspective on the Voluntary-Mandatory Dichotomy. Transnational Legal Theory. 1(2), pp. 221-285

Marks and Spencer (2011) Plan A Available online at <http://www.nhsconfed.org/Publications/Pages/MarksandSpencers-Plan-A.aspx> [accessed 17th February 2011].

Matten, D. and Moon, J. (2005) Corporate Social Responsibility. Journal of Business Ethics. 54(4), pp. 323-337

May, S., Cheney, G. and Roper, J. (2007) The Debate over Corporate Social Responsibility. Oxford: Oxford University Press.

McIntosh et al, (1994), Good business? Case studies In Corporate Social Responsibility, Centre for Social Management, SAUS Publications, Dorset Press

Megone, C. and Robinson, S. J. (eds) (2002) Case Histories in Business Ethics. London: Routledge.

Mellahi, K. and Wood, G. (2003) The Ethical Business. Basingstoke: Palgrave MacMillan.

Middleton, J. (2007) Beyond Authority: Leadership in a Changing World. Basingstoke: Palgrave MacMillan.

Miller, S. (2011) University of Sunderland: Our History. Sunderland. University of Sunderland

Moore, G. (2004) The Fair Trade Movement: Parameters, Issues and Future Research. Journal of Business Ethics. 53(1/2), pp. 73-86

Mulroy, E. A. (2005) University Civic Engagement with Community-based organisations. Dispersed or Co-ordinated models? In: Soska, T. M. and Johnson Butterfield, A. K. (eds)

Myers, J. P. (2002) Civic Responsibility and Higher Education. The Journal of Higher Education - Volume 73, Number 3, May/June 2002, pp. 423-427

University-Community Partnerships: Universities in Civic Engagement. London: Routledge, pp. 35-52

Neville, B. A., Bell, S. J., Mengüç, B. (2005) Corporate reputation, stakeholders and the social performance-financial performance relationship. European Journal of Marketing. 39(9/10), pp. 1184 – 1198

Nielsen, A. and Thomsen, C. (2007) Reporting CSR – what and how to say it? Corporate Communications: An International Journal. 12(1), pp. 25-40

Nord, W. and Riggs Fuller, S. (2009) Increasing Corporate Social Responsibility Through an Employee-centered Approach. Employee Responsibilities and Rights Journal. 21(4), pp. 279-290

Ojala, M. (2009) Searching for Corporate Responsibility. Online, 01465422, Sep/Oct2009, Vol. 33, Issue 5 Database: Business Source Elite

Olmec (2008) A Guide to Equality and Diversity in the Third Sector. London: Olmec.

One Difference (2011) Duncan Goose [online] Available from <http://www.onedifference.org/about-us/duncan-goose> [accessed 30th March 2011]

Opportunity Now homepage (2011) [online] Available from <http://www.opportunitynow.org.uk/> [accessed 30th March 2011]

Personnel Today (2010) Equality Act will be implemented in October but government refuses to outline equal pay intentions. Personnel Today. [online] Available from <http://www.personneltoday.com/articles/2010/07/05/56146/equality-act-will-be-implemented-in-october-but-government-refuses-to-outline-equal-pay.html> [accessed 30th March 2011]

Post, J. and Berman, S. (2001) Global corporate citizenship in a dot.com world: the role of organisational identity. In: Andriof, J. and McIntosh, M. (eds) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited, pp 66-82

Pless, N. and Maak, T. (2004) Building an Inclusive Diversity Culture: Principles, Processes and Practice. Journal of Business Ethics. 54(2), pp. 129-147

Porter, M. and Kramer, M. (2006) Strategy & Society The Link Between Competitive Advantage and Corporate Social Responsibility. Harvard Business Review. December issue, pp. 78-93

Redman, E. (2005) Three Models of Corporate Social Responsibility. Roosevelt Review. Summer issue, pp. 95-108

Reynolds, A. (ed) (1999) Election '99 South Africa: From Mandela to Mbeki. New York: St Martin's Press.

Robinson, S. J. (2002) John Lewis Partnership: a case history. In: Megone, C. and Robinson, S. J. (eds) Case Histories in Business Ethics. London: Routledge, pp. 131-140

Robinson, S. J. (2002) Nestle baby milk substitute and international marketing: a case history. In: Megone, C. and Robinson, S. J. (eds) Case Histories in Business Ethics. London: Routledge, pp. 141-158

Robson, C. (2002) Real World Research, A Resource for Social Scientists and Practitioner-Researchers. 2nd edition. Oxford: Blackwell.

Rubenstein, M. (1984) Equal Pay for Work of Equal Value. London: Macmillan Press.

Schon, D. A. (1991) The Reflective Practitioner. Farnham: Ashgate Publishing.

Scott, A. (2008) Encourage gay workers to 'be themselves', says Stonewall. People Management. [online] Available from <http://www.peoplemanagement.co.uk/pm/articles/2008/07/encourage-gay-workers-to-be-themselves-say-stonewall.htm> [accessed 30th March 2011]

- Shahin, A. and Zairi, M. (2007) Corporate governance as a critical element for driving excellence in corporate social responsibility. International Journal of Quality and Reliability Management. 24(7), pp. 753-770
- Shepherd, J. (2005) Volunteer trend gathers pace. Times Higher Education. [online] Available from <http://www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=200225> [accessed 30th March 2011]
- Smith, I. (2005) Achieving readiness for organisational change. Library Management. 26(6/7), pp. 408-412
- Smith, P., Andrew, P. and Devlin, S. (2005) Embedding Equality and Diversity at the University of Sunderland. The International Journal of Diversity in Organisations, Communities and Nations. 5(3), pp. 111-118
- Southall R (1994) The South African Elections of 1994: the Remaking of a Dominant-Party State. The Journal of Modern African Studies. 32(4), pp. 629-655
- Strauss, A. and Corbin, J. (1998) Basics of Qualitative Research. 2nd edition. California: Sage Publications.
- Sternberg, E. (2000) Just Business: Business Ethics in Action. 2nd edition. Oxford: Oxford University Press.
- Stonewall homepage (2011) [online] Available from <http://www.stonewall.org.uk/> [accessed 30th March 2011]
- Sunderland City Council (2008) Sunderland Strategy 2008 – 2025. Sunderland: Sunderland City Council.
- Sunderland City Council (2010) The Sunderland Economic Masterplan. Sunderland: Sunderland City Council.
- Tapscott, D. and Ticoll, D. (2003) The Naked Corporation: How the Age of Transparency Will Revolutionize Business. New York: The Free Press.
- Taylor, G. (1994) Equal Opportunities, A Practical Handbook. The Industrial Society/Spiro Press.
- Taylor, S. and Bogdan, R. (1984) Introduction to Qualitative Research Methods. 2nd edition. John Wiley & Sons.

Tichy, N. M. and Ulrich, D. O. (1984) *The Leadership Challenge – A Call for the Transformational Leader*. In: Ott, J. S., Parkes, S. J. and Simpson, R. B. (eds) (2008) Classical Readings of Organisational Behaviour. Belmont, CA: Thomson-Wadsworth.

UK Resource Centre for Women in Science, Engineering and Technology (2007) The Gender Equality Duty in SET...and how to implement it. Bradford: The UKRC, Good Practice Guide 8

Ulrich, D. (2011) Are We There Yet? What's Next for HR? Provo: the RBL Group.

Universities that Count (2010) Universities that Count Annual Report 2009/10. Cheltenham: Environmental Association for Universities and Colleges.

University of Exeter (2009) The City and Your University. Exeter: University of Exeter.

University of Sunderland (2008) Enhancing the Student Experience. Sunderland: University of Sunderland

University of Sunderland (2009) Annual Review 2008/09. Sunderland: University of Sunderland.

University of Sunderland (2009) Corporate Plan 2009/10 – 2013/14. Sunderland: University of Sunderland

University of Sunderland (2011) Equal Pay [online] Available from <http://services.sunderland.ac.uk/hr/equalityanddiversity/equalpay/> [accessed 30th March 2011]

University of Sunderland (2011) Equal Pay Audits [online] Available from <http://services.sunderland.ac.uk/hr/equalityanddiversity/equalpay/equalpayaudits/> [accessed 30th March 2011]

University of Sunderland (2010) Equality and Diversity Annual Report 2009/10. Sunderland: University of Sunderland.

University of Sunderland (2009) Making a Difference Sunderland: University of Sunderland

University of Sunderland (2011) Social Responsibility. [online] Available from <http://www.sunderland.ac.uk/university/social/> [accessed 30th March 2011]

University of Sunderland (2011) Sunderland wins UK's top student experience title. [online] <http://www.sunderland.ac.uk/newsevents/news/news/index.php?nid=1065> [accessed 30th March 2011]

Van Gramberg, B. and Teicher, J (2006) Managing neutrality and impartiality in workplace conflict resolution: The dilemma of the HR manager. Asia Pacific Journal of Human Resources. 44(2), pp. 197-210

Van Marrewijk, M. (2003) Concepts and definitions of CSR and corporate sustainability. Journal of Business Ethics. 44(2/3), pp. 95-105

Waddock, S. (2001) Integrity and mindfulness: foundations of corporate citizenship. In: Andriof, J. and McIntosh, M. (eds) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited, pp 26-36

Weeks, J., Heaphy, B. and Donovan, C. (2001) Same Sex Intimacies: Families of Choice and Other Life Experiments. London: Routledge.

Werther, W.B. and Chandler, D. (2006) Strategic corporate social responsibility: stakeholders in a global environment. London: Sage.

Wikipedia (2011) South Africa under apartheid. [online] Available from http://en.wikipedia.org/wiki/Apartheid_in_South_Africa [accessed 30th March 2011]

Wilson, R. A. (2001) The Politics of Truth and Reconciliation in South Africa. Cambridge: Cambridge University Press.

Wilkinson, R. and Pickett, K. (2010) The Spirit Level: Why Equality Is Better for Everyone. London: Penguin.

Winter, R., Buck, A., Sobiechowska, P. (1999) Professional Experience & The Investigative Imagination. London: Routledge.

Wordpress online article BP Chief Executive I want my life back, <http://kaystreet.wordpress.com/2010/05/31/bp-ceo-tony-hayward-%E2%80%98d-like-my-life-back%E2%80%99/> [accessed 18th January 2011].

Wyburd, G. (1998) Competitive and Ethical? How Business Can Strike A Balance. London: Kogan Page.

Zadek, S. (2001) The Civil Corporation. London: Earthscan Publications.

Zadek, S (2001) Partnership alchemy: engagement, innovation and governance. In: Andriof, J. and McIntosh, M. (eds) Perspectives on Corporate Citizenship. Sheffield: Greenleaf Publishing Limited, pp. 200-214